

Andover Public Schools

1982



Doherty Junior High School
dedicated September 9, 1982

ANNUAL REPORT

Andover
Room
R
371.01
And

Cover design by Frances McCormick
Fine Arts Department
Bancroft School

Barcode
MAN-1982 School

Andover BOM
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ANDOVER SCHOOL COMMITTEE

<u>Member</u>	<u>Date First Elected</u>	<u>Term Expires</u>
Donald W. Robb 3 Toby Lane	1979	1983
Richard E. Neal 1 Twinbrooke Circle	1980	1983
Michael R. Giammusso 68 Summer Street	1981	1984
Susan T. Poore 85 Osgood Street	1982	1985
Robert F. Smith 10 Dundas Avenue	1982	1985

SCHOOL COMMITTEE MEETINGS

The first and third Tuesday of each month at 7:30 P.M.

SUPERINTENDENT OF SCHOOLS
Dr. Kenneth R. Seifert

ASSISTANT SUPERINTENDENT OF SCHOOLS
Dr. Charles L. Mitsakos

BUSINESS MANAGER
Mr. Francis L. Paul

PLANT ENGINEER
Mr. Alfred L. Hart

TRANSPORTATION COORDINATOR
Mrs. Kathleen Casey

TRUSTEES OF PUNCHARD FREE SCHOOL

Rev. James A. Diamond
Earl G. Efinger
Rev. Westy Egmont
William V. Emmons

Joan M. Lewis
Rev. Otis W. Maxfield
Margaret R. Porter

SCHOOL PHYSICIAN

Dr. Grace Kim

93 Main Street
Andover, MA 01810

SCHOOL CANCELLATIONS

In the event that circumstances require a decision to cancel or delay the opening of school for up to one hour, the superintendent or his/her designee shall have the sole responsibility for such a decision. The conducting of extra curricular activities in the event of school cancellation shall be decided by the superintendent of schools.

On days when school has been cancelled because of inclement weather, but extra curricular activities are held, parents are urged to use their own judgment to decide about their child's participation in extra curricular activities.

Announcements cancelling school sessions will be made over radio stations WBZ, WLLH, WCCM and WHDH as a minimum.

ENTRANCE REQUIREMENTS FOR STUDENTS

1. Children entering kindergarten must be five (5) years old on or before September 1 of the current school year.
2. A physical examination by a physician before admission is required of all students.
3. A copy of the student's birth certificate is required before admission.
4. First Grade: To be admitted to the first grade, a child must be six (6) years of age on or before September 1 of the current school year or have successfully completed the kindergarten year.



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ANDOVER PUBLIC SCHOOLS
ANDOVER, MASSACHUSETTS

1982-1983 SCHOOL YEAR CALENDAR

September	7, 1982	Tuesday	Teachers' preparation day
	8, 1982	Wednesday	Teachers' preparation day
	9, 1982	Thursday	Fall session begins
November	24, 1982	Wednesday	Thanksgiving recess begins at noon
	29, 1982	Monday	Schools reopen
December	23, 1982	Thursday	Holiday recess begins at end of day
January	3, 1983	Monday	Schools reopen
February	21, --	Monday	
	25, 1983	Friday	Winter Vacation
April	18, --	Monday	
	22, 1983	Friday	Spring Vacation
June	24, 1983	Friday	Students' vacation begins at noon
	25, 1983	Saturday or	
	27, 1983	Monday	Teachers' last day of school

SCHOOLS WILL NOT BE IN SESSION

October	11, 1982	Monday	Columbus Day
November	11, 1982	Thursday	Veterans' Day
March	28, 1983	Monday	Inservice day for teachers
April	1, 1983	Friday	Good Friday
May	30, 1983	Monday	Memorial Day

FOLLOWING HOLIDAYS FALL WITHIN THE SCHOOL VACATION

February	21, 1983	Monday	Washington's Birthday
April	18, 1983	Monday	Patriots' Day

FOLLOWING DAYS WILL BE EARLY RELEASE DAYS FOR STUDENTS
AND INSERVICE HALF-DAYS FOR TEACHERS

October	12, 1982	Tuesday
November	2, 1982	Tuesday
January	24, 1983	Monday
May	11, 1983	Wednesday

This calendar includes 180 days plus 4 snow days for a total of 184 days

ANDOVER PUBLIC SCHOOLS
ANDOVER, MASSACHUSETTS

ENROLLMENT OF OCTOBER 1, 1981

<u>School</u>	<u>K</u>	<u>R</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>Spec.Ed</u>	<u>Total</u>
Bancroft	65	18	73	87	83	81	97	103							22	629
Sanborn	51		49	58	62	78	85	84							20	487
South	46		53	45	64	54	71	68							21	422
West Trad.	36		48	33	38	44	51	59								309
West Cont.	62	17	75	84	90	105	99	144							4 12*	692
East Jr.									219	234	197				23	673
West Jr.									256	264	252				8	780
High School	260	35	298	307	337	362	403	458	475	498	449	437	437	512		1386
												437	437	512	110	5378

*Early Childhood Class

Elementary	2539
Secondary	2839
	<u>5378</u>

October 1, 1980

Elementary	2607
Secondary	2916
	<u>5523</u>

Reports from

Richard E. Neal
Chairman

ANDOVER SCHOOL COMMITTEE

Kenneth R. Seifert

Superintendent of Schools

Charles L. Mitsakos

Assistant Superintendent
of Schools

Francis L. Paul

Business Manager

ANNUAL REPORT

by

Richard E. Neal, Chairman
Andover School Committee

The dawning of the 1981-'82 school year saw Andover's elementary school population housed in four buildings as yet another elementary school building had been closed. The Shawsheen School had been vacated at the conclusion of the previous school year and now was renovated to house the school department's administrative offices. This move was necessitated as the Stowe and Jackson School buildings were to be demolished to make way for the renovation and expansion of the Doherty School building as a junior high school.

The start of the school year also saw a change in the administration of Andover High School as Mary Athey Jennings was appointed principal to replace the retiring Philip Wormwood.

Transportation problems plagued the school department during the early months of the school year. In an attempt to economize and live within the restraints of Proposition 2½, the School Committee had voted to limit busing to elementary students who live more than 1½ miles from school (instead of 1 mile) and secondary students who live more than 2 miles (instead of 1½). After much consideration and discussion this was greatly modified to avoid hazardous conditions which existed with students walking the extended distances.

Another major policy change which was instituted as a result of fiscal limitations was the introduction of user fees. These were implemented in the areas of athletics and instrumental music lessons.

Looking ahead to future budget development, a question was placed on the ballot of the town election to exempt from the provisions of Proposition 2½ the amounts required to pay for the bonds issued in order to finalize the school building project. This question was defeated at the polls on election day.

A \$12.9 million budget was developed for the 1982-'83 school year which resulted in staffing reductions and reduced services being offered.

Inside the classroom academic achievement remained at a very high level. On standardized achievement testing, Andover students consistently outscores their national and New England counterparts and compared favorably on the highest possible level with other comparable socioeconomic communities in the State. With 85% of the graduating class taking the S.A.T's, a 10 point gain was recorded in verbal scores and a 12 point gain in mathematics.

As the year drew to a close, the School Committee and the community looked forward to the completion of two portions of the building program: the fall opening of the Doherty Junior High School and the media center at West Junior High School.

What was a difficult year for the School Committee, primarily due to budget restraints, was a successful year in the classroom due primarily to the continued diligent efforts of an extremely professional and dedicated staff.

ANNUAL REPORT

by

Kenneth R. Seifert
Superintendent of Schools

This year I would like to vary the report of the Superintendent. The following versions are quite accurate in my judgment. The implications are not.

Version I

This year our students achieved at a level significantly higher than that of the nation as a whole and also that of their suburban peers. The staff and students received their usual high number of outstanding rewards and recognitions.

We continue to do well in our energy conservation efforts. In the last two years we have consumed 30% less fuel. This has meant a savings of thousands of dollars. The maintenance department deserves a great deal of credit for this achievement.

Our transportation department is one of the most efficient in the state. We transport over 4000 students a day at a cost of \$.49 a day per student.

Our cafeterias are selfsufficient. Each day we serve over 4000 students. We provide a variety of offerings at the junior and senior high schools. The cafeteria program is effective and efficient; it does not cost the Andover taxpayer any money.

Andover continues to be in the median range of per pupil expenditure in the state of Massachusetts.

In summary, the past year was a typically excellent one and we would expect that with some slight modifications we will continue to do an outstanding job.

Version II

When my peers and I went to school we were concerned about World War II and, if we did not do well in school, we would probably not succeed. Life progressed at a very steady, predictable, optimistic pace.

The students of today who will be the citizens of the 21st century are in a totally different environment.

The OPEC nations meet and if the price of oil drops \$5 a barrel our entire world changes. One national magazine has proclaimed the computer The Man of the Year. A woman is raped on a pool table while the inhabitants at the bar cheer. Advancements in medicine and genetic engineering are forecasting an unusual future. We are concerned about hazardous waste and acid rain. One in three families is encountering difficulty. I am sure you, as a reader, could add to this list of positives and negatives.

Do we as a community have a concern about the future? What do we think the future will be?

I think it is about time that the community of Andover spend some level of effort looking at what has worked well in the past for our children and seems to be working now. In addition to this, we need to look at the new ways that we must adopt so that our children will be happy and content in their adult years.

I believe the two versions are accurate. I think we must pay more attention to Version II and develop a school system for the 21st century. To do otherwise would be to leave our children with a lack of guidance and an inability to cope with the future.

ANNUAL REPORT

by

Charles L. Mitsakos
Assistant Superintendent of Schools

The school year 1981-1982 was a veritable roller coaster ride for those associated with the Andover Public Schools. September marked a new beginning as each September does. This one in particular was marked by much joy and enthusiasm due to the progress that was being made in the building program, Andover High School's new principal, and a long-planned reorganization in effect. There seemed to be confidence that the future was indeed bright for public school education in the Town of Andover.

The year ended with frustration and despair due to the defeat of a referendum that would have exempted the costs involved in the school building program from the regular operating budget and the limitations of proposition 2½. Passage of the referendum also would have assured fiscal stability for education in Andover for the nineteen eighties.

The human cost of the defeat was tremendous. It was manifested in the undue amount of time required to draft and redraft the budget and examine alternatives. It was also evident in the uncertainty with which staff viewed their futures in education. Decisions were made, a budget was developed, and the immediate problem was solved. The long-term effect of the referendum's defeat was yet to come.

Despite this uncertain environment, Andover staff measured up to the challenge and maintained the quality programs Andover has come to expect from its schools. Andover students continued to outperform their national and high socioeconomic counterparts on basic skills testing in reading, writing, and mathematics. In addition, administrators, supervisors, teachers, and aides continued to explore new approaches to traditional concerns.

. A town-wide steering committee developed an extensive proposal for dealing with substance abuse in our schools and throughout the community. This committee was successful in

securing funding for major training from a variety of foundations and private agencies in Andover as well as the Massachusetts Department of Social Services.

- . The Andover High School cabinet and faculty senate took a more direct role in the overall administration of the school.
- . Project Discovery, a career education program funded by the Massachusetts Department of Education, spawned a business/industry/education collaborative that provided career education experiences for students and staff. It also generated a support group for school/community issues.
- . Elementary schools field tested educational computing programs. These programs helped students explore the computer as a technological device, a teaching tool, and a personal tool. The West Elementary School hosted a successful state computer conference.
- . Computer assisted instruction was used to enhance accounting classes at Andover High School.
- . Cooperative programs were developed between the Andover Historical Society and the teachers of social studies in our schools. These programs helped assure effective use of a variety of community resources.
- . The 766 Parents Advisory Council conducted a very successful staff and student training program designed to increase the understanding of handicaps.

- . "Better Foods Build a Better You" brought together community and school people to assist students in realizing the importance of proper nutrition.
- . An effective discipline board was implemented for high school students.
- . Parents became more actively involved in the life of the schools through projects such as Bancroft School's Adopt-A-School Program and the implementation of Andover High School's Parent Advisory Council.
- . With the opening of the "Garden Cafe," Andover High School fund management students were provided meaningful experiences in the food service industry.

Quality in teaching and learning and a commitment to meeting the needs of young people were maintained in spite of the many factors that affected employee morale. The Andover staff, aides, teachers, supervisors, administrators, secretaries, custodians, and food service employees must be commended for a job well done.

ANNUAL REPORT

by

Francis L. Paul
Business Manager

School fiscal year 1981-1982 ushered in a number of significant changes in the Office of Business Services. Mr. Edward F. Maguire, Personnel/Business Manager resigned effective June 30, 1981. My duties as Business Manager for the Andover Public Schools commenced in mid-July. Both Mr. Mark Ruggiero, Junior Programmer/Analyst at the computer center, and Ms. Nancy Kullman, School Accountant, resigned to accept more responsible positions in other organizations. The move from Stowe to the Shawsheen building was accomplished with a minimum of interruption of services, and permitted us to consolidate most functions on one floor level.

The overall mission of the Office of Business Service, and the subsidiary operating centers, has been identified as follows:

- A) To optimize the effective and efficient management of financial and other supportive services
- B) To expand information services for increased public awareness and acceptance of the financial and other support-service components of free public education.

To this end, a statement of goals and objectives was submitted that targeted key result areas. With minor exception, all goals were achieved. The following is an analysis of the operation and productivity of the Office of Business Services.

Finance/Accounting: including payroll, accounts payable, and financial reporting.

The transition to a new chart of accounts and reporting system was completed to be effective with the fiscal 1983 budget. All budgets and reporting systems will be in a format that classifies budget/expenditures by function (major category), by building, and by program complete with three year historical data; thus permitting line-item, building, and/or program budget evaluation, all within the same document. Financial reports with the appropriate analysis are now issued monthly or weekly to the School Committee and all administrators for more effective control and forecasting.

The accounts payable group audited more than 13,000 vouchers, resulting in the issue of 7,265 checks for supplies, materials, and contracted services. Aging

of outstanding invoices (more than 30 days due) was reduced from 67% to 25%.

Payroll processed 26,235 payroll checks, accommodating a weekly payroll of 250 employees and a bi-weekly payroll of 680 employees. In addition to executing final payrolls, this group audits weekly labor transmittal sheets, substitutes, and day-to-day changes in W-4 forms, credit union, T.S.A.'s, salary track, sick leave, vacation leave, etc.

Finance and accounting is no longer using checks that are specially printed identifying the School Department. Effective this year, we are using the standard Town of Andover checks for an annual savings of over \$2000.

Purchasing and Contracting:

This group processed 4919 purchase orders this past year. All orders are checked for available funds prior to processing, in addition to a vendor, materials, and cost analysis. Twenty formal bids were let, in addition to extensive use of State contracts and joint ventures with the Greater Lawrence Collaborative. Through collaborative bidding, we were able to reduce our duplicating paper costs by 12% on 13,000 reams. Purchases against existing state contracts generally result in a savings of approximately 25% with no advertising costs. Bids were for such diverse items as milk, bread, general school supplies, paper, typewriter repair, micro-computers, computerized energy control systems, school bus transportation, etc.

Copy Center:

The copy center provides all the duplicating services of educational programs as well as administration, and hence, contributes significantly to a reduction in materials purchased. During the year, two older copy machines were replaced by a new unit with advanced state-of-the-art at more favorable leasing/unit costs. Use of binding equipment was re-scheduled resulting in one unit being returned to the lessor and two units being purchased for a net annual savings. The center turned out over 4,800,000 copies at an average cost of 1.5 cents/copy, significantly lower than most industrial in-house copy centers.

Food Service:

The school lunch program, effective this year, is operating as a self-sufficient entity, with no impact on the tax-levy, relying solely on receipts from sales and state/federal

re-imbursements. In addition to catering dinners and banquets for various School/Town/Community functions, the Food Service Department fulfilled its designated mission as follows:

Student meals served	-	398,876
Student meal price	-	\$0.65 Elem/JHS; \$0.75 AHS
Elderly meals served	-	16,800
Elderly meal price	-	\$0.50
Gross revenues	-	\$549,307.00
Number of employees	-	58

While the food commodities received from the federal government continue to decrease each year, requiring more commercial purchases at significantly higher cost (hamburg when available, was 2 cents/pound), this group still manages to avoid a deficit situation.

Transportation:

Due to budget constraints in this, the first year of proposition 2½, the transportation fleet was reduced from 25 buses to 20 buses, servicing 2700 students over 47 routes. In recognition of the many potentially hazardous areas that exist in Andover for walkers, - limited sidewalks, high speed traffic, etc., an extensive re-organization of the transportation budget and road operations was conducted in both September and December resulting in more effective and efficient use of vehicles and available dollars.

As a result of this, we were able to increase the number of buses from 20 to 23, increase the number of routes travelled from 47 to 75, and increase the number of students transported from 2700 to 4100 at no increase in budget cost. Total operating costs for school bus transportation for fiscal year 1981-1982 were \$492,048, a reduction of \$26,138 when compared to fiscal year 1980-1981.

We gratefully acknowledge the expert and very necessary assistance of the Andover Police Department and its officers during countless hours of road trials. Our mission will continue to be the safe, timely transportation of all elementary, secondary, and Special Needs students in Andover.

Computer Center:

The computer center is charged with the operation and maintenance of our DEC 11/70 equipment, and its 52

operating terminals, providing information services to administrative functions, including, but not limited to all financial reports, payroll, accounts payable warrants, grade reporting, class scheduling, attendance, transportation routing, equipment inventory, etc. The group is also involved with training of new personnel and training of current personnel in new applications.

The capacity of our present equipment is rapidly being depleted due to increasing need for more information for improved decision-making. The forthcoming year will be one of trial for this group.

Much has been accomplished in fiscal year 1981-1982, - and much is left to do. The budget for fiscal year 1982-1983 has been reduced by over \$1,000,000. To do so much more with so much less is a demanding challenge. The personnel of the Office of Business Services, in finance and accounting, transportation, food service, copy center, purchasing/contracting, and computer center, - all pledge their best efforts to support your school administration, your School Committee and your children.

ANDOVER PUBLIC SCHOOLSAppropriation ExpendituresFiscal Year 1981 - 1982

<u>Acct. #</u>	<u>Description</u>	<u>Salaries</u>	<u>Expenses</u>	<u>Total</u>
1100	School Committee	\$ -0-	\$ 3,976.	\$ 3,976.
1101	Legal Services	-0-	12,768.	12,768.
1200	Superintendent's Office	63,647.	7,627.	71,274.
1410	Asst. Supt's Office	52,951.	3,215.	56,166.
1420	Personnel Office	34,683.	8,934.	43,617.
1430	Business Office	165,086.	116,378.	281,464.
1440	Contingency	-0-	-0-	-0-
2100	Program Advisors	438,260.	36,909.	475,169.
2200	Principal's Office	521,296.	31,855.	553,151.
2300	Teaching	7,487,994.	385,968.	7,873,962.
2400	Textbooks	-0-	104,925.	104,925.
2500	Library	-0-	49,555.	49,555.
2600	Audio-Visual	254,931.	13,926.	268,857.
2700	Guidance	215,406.	20,042.	235,448.
2800	Psychological Eval.	99,332.	7,749.	107,081.
3200	Health Services	110,904.	15,000.	125,904.
3300	Student Transportation	15,000.	477,048.	492,048.
3400	Food Services	-0-	-0-	-0-
3510	Athletics	106,892.	72,308.	179,200.
3520	Student Body Activities	21,437.	-0-	21,437.
4110	Custodial Services	528,175.	27,852.	556,027.
4120	Oil Heat	-0-	300,479.	300,479.
4130	Utilities	-0-	365,286.	365,286.
4210	Maintenance-Grounds	-0-	2,149.	2,149.
4220	Maintenance-Buildings	224,647.	769,988.	994,635.
4230	Maintenance-Equipment	-0-	6,585.	6,585.
5200	Fixed Charges	-0-	277,636.	277,636.
7300	Capital Outlay	-0-	217,773.	217,773.
9000	Programs Other Districts	-0-	205,653.	205,653.
	TOTAL	\$10,340,641.	\$3,541,584.	\$13,882,225.

Reports From
THE SCHOOL PRINCIPALS

ELEMENTARY

Lois Haslam	Bancroft School
Isabelle Dobbie	Sanborn School
Joseph M. Normandy, Jr.	South School
John A. Coyle	West Elementary School

SECONDARY

A. Eugene Frulla	East Junior High School
William E. Hart	West Junior High School
Mary A. Jennings	Andover High School

ANNUAL REPORT

by

Lois Haslam, Principal
Bancroft Elementary School

The school year at Bancroft opened with unprecedented enrollment, a count of well over six-hundred students. For the first time Readiness students were transported from other districts to be included here in one of the two classes offered townwide.

During the summer, carpenters had worked to expand the cramped office space, enlarging an outer portico into an office for the secretary. Instructional space constraints were innumerable. These concerns were resolved largely through staff scheduling cooperation and flexibility. The faculty room was used as a classroom for periods during the day. The stage was converted into an additional dining area; namely, the Gold Room to serve the dual purpose of containing the cafeteria overflow plus rewarding dining courteousness. A small storage area beneath the stairs was transformed into the Rainbow Room, a Title One tutoring area. Other storage closets became testing stations and the Living Room, an individualized reading space, became an additional Loft One home room.

The Adopt-a-School program, a plan for shared school management among staff, students and parents, was presented to the school committee. All three groups presented highlights of the newly adopted philosophy and the concomitant rights and responsibilities of all. In this first year of the program's implementation, large numbers of parents volunteered classroom and resource room instructional and clerical assistance. Mini-courses, five-week segmented offerings, were introduced and implemented over three academic quarters. Students were able to select from over fifty courses then pursue an interest topic taught by parents, staff, community resource people and students themselves.

Within the instructional program, large class sizes prevailed when students were regrouped for Language Arts and Math instruction. Many teachers described reaching the limits of classroom management within these two individualized programs. Strategies for

instruction were adapted and refined to meet the now multiple individual needs of students. Despite these constraints, instruction progress analysis at midyear and at the end of the year produced data verifying progress consistently in line with the accomplishments of the previous year.

Exemplary instructional highlights were recognized. One prime time coverage from a Boston television program, Children's Economy, a microstudy of economic enterprise was featured on Evening Magazine and hordes of written and telephoned inquiries followed as a result.

With the assistance of an A.E.I.A. and New Emphasis grant, sixth loft students designed and constructed a nature walk on Bancroft grounds. Students combined Language Arts and Science environmental studies to produce Project BEST, an application activity requiring the use of diverse academic and practical skills and interpersonal student cooperation.

The addition of two microcomputers, following proposal acceptance, introduced LOGO, a children's programming language to students at each grade level. Limited numbers of students were able to have a hands-on experience with only two computers available, but resources were stretched through parent volunteer instruction during after school hours.

The Academic Fair, replete with individual projects in academic and arts fields, displayed a variety of concentrated and creative efforts and produced a dramatic climax to the year's programs.

The last quarter, marked with budget appropriations cuts and uncertain personnel changes, was a period of particular concern. The professional fibre of Bancroft staff during this time once again demonstrated a high level of commitment and quality. Engaging in a Commonwealth Institute Grant, the faculty undertook an eight-week study concentrated upon student and teacher learning styles.

In a climate of national and local economic and social unrest, the accomplishments of the staff, supported by a community of active and involved parents, should indeed be heralded and applauded.

ANNUAL REPORT

by

Isabelle Dobbie, Principal
Sanborn Elementary School

I have the honor of submitting to you the annual report of the Henry C. Sanborn School:

The Henry C. Sanborn School is located on Lovejoy Road. The building is E shaped with offices, cafeteria, and gymnasium on the upright with three classroom wings extending to the south of the core areas.

This is my first annual report as principal of the Sanborn School.

For the first time a combination second and third grade class was implemented at Sanborn School and two special needs classes for children with perceptual handicaps became an integral part of the Sanborn School community.

The second and third grade combination has worked extremely well with children re-grouped for specialists classes.

The children in the Special Needs class have been integrated with their peers in all classes of specialists and as much as possible in the areas of science, social studies, and in some cases in mathematics.

An innovative approach was used this year in reporting to parents. For the first marking period the report card grades were shared with parents at a teacher-parent conference. This approach provided parents with an opportunity to interact with teachers directly and have their questions about the reporting system answered.

The instructional program includes: Language Arts, Mathematics, Social Studies, Science, Health, Library, Physical Education, Art, Music--vocal and instrumental.

Instructional groupings in Language Arts and Mathematics are determined by diagnostic testing, placement on AIRS and IMS profiles, teacher judgment, quality of academic work and ability to work independently.

The progress of each child is closely monitored and children proceed to new skills after mastery is achieved.

High structured groups require constant teacher supervision and direction and these are usually smaller groups.

Medium structured groups are given group instruction initially and children are encouraged to develop independence.

Children in low structured groups at the intermediate grade levels are self-motivated with excellent ability who are capable of independent study under teacher direction.

The "Assessment of School Organization" section of the National Study of School Evaluation was completed by the faculty. This study indicated the following strengths at Sanborn School:

1. Determining learning styles through diagnosis and testing.
2. Basing placement on diagnosed learning needs.
3. Providing learning objectives for diverse pupil needs, abilities, and interests.
4. Providing daily opportunities for each child to achieve success with dignity, to obtain an understanding and appreciation for the value, worth, and dignity of himself/herself and others.
5. Providing opportunities for children to develop integrity, responsibility, initiative, leadership, cooperation and self-direction.
6. Systematically planning for continuous evaluation of each pupil's progress and achievement as it relates to his aptitude, abilities, and interests.

In addition to the regular programs the whole school participated in the "Nutritional Program" and classes had fun making yogurt, growing bean sprouts, having fruit salad days, while learning more about wise food choices.

The fourth grade children were participants in the "understanding Handicaps Program."

Each class was involved in presenting a special program for the school. These included the performance of "Hansel and Gretel," "Oliver," Culture Day, a Mathematics Fair, and a Science Fair plus programs for national holidays.

Our third grade children spent a week outdoors in tents learning about ecology, our environment, and developing an appreciation for conserving our resources.

The Sanborn School P.T.A. generously donated and paid for the installation of a slide, a set of swings, and five outdoor tables with benches.

Our sixth grade class earned money for a special trip to Canobie Lake and presented one hundred eighty dollars to buy 'software for the Apple Computer.

The sixth graders were able to learn the basics of the computer and next year this program will be expanded.

I would like to extend my sincere appreciation to the faculty of the Sanborn School for their professional attitude in accepting changes due to decreased budget appropriations, their goal of maintaining the educational welfare of children as their first priority, their cooperation in maintaining a positive learning environment at Sanborn School, but most of all for making my first year at Sanborn School such a rewarding experience!

I would like to thank the staff, the children, and the parents of Sanborn School for their marvelous cooperation. One of the frustrations of my first year has been trying to remember the names of children and parents. One of my goals for June of 1983 is to know each child by name.

Hopefully by the time this report is published the needed repairs will be made to the sections of hot-top, and the drainage problem on the lower playing field will be alleviated.

Reduced resources and personnel for the 1982-1983 school year shall present a challenge, but I feel confident in the abilities of the teachers, staff members, children, and parents to overcome the problems created by the budget reduction.

However, the adult voting population of Andover must realize that the high quality of the Andover School System requires decent financing.

ANNUAL REPORT

by

Joseph M. Normandy, Principal
South Elementary School

I hereby submit my twenty-first annual report as principal in the Andover Public School System.

It is with a great deal of enthusiasm, in this my second report as the principal of the South Elementary School, that I report on the tremendous progress that has been made in the restoration of what was a deteriorating facility.

A completely new roof has allowed the pupils and teachers of South School to address appropriate academic growth without concern for indoor rainfall.

Almost seventy percent of the corridor floors have been replaced and definable plans do exist to complete the project. The new flooring not only raises the level of safety but makes the building a brighter, more attractive facility.

A large portion of the gymnasium floor had to be replaced and the remaining sections re-attached to the sub flooring. The subsequent floor re-finishing provides us not only with a shiny new surface but a safe surface as well.

However, South is not just buildings and grounds. South is pupils, teachers and parents and when these groups work together, wonderful events happen.

NUTRITION PROGRAM

A nine week course that provided in depth instruction including recipes complete with tasty treats was culminated by a professional touring company's performance of "A RIOT IN THE KITCHEN." The performers, using generous amounts of humor, stressed the nutritional advantages of the basic food groups.

ROOM 12 PUBLISHING COMPANY

The Room 12 Publishing Company published 25 original fiction stories this year. These illustrated, hard cover books provided the opportunity for children to experience first hand the wonderful sense of accomplishment that accompanies a task undertaken and followed to completion.

UP, UP, AND AWAY

Under the guiding hand of the first grade teachers and with the cooperation of other members of the faculty, the pupils of the South School gathered one windy March day to write their name and address on a card and attach that card to a helium filled balloon. When launch time arrived 500 varied colored balloons were released and quickly rose into the blue sky, creating a moving collage.

Unfortunately, no card was ever returned to the launch site, but the day itself was a tremendous success.

UNITED NATIONS WEEK

A culturally rewarding assembly was held in October that clearly was a school year highlight. The costumes, flags, dolls, and food from many lands proved to be informational, entertaining, and an instructionally sound program. The colorful pageantry served to highlight the theme of Peace Throughout the World.

SOUTH SIDE SINGERS

This year's edition of the South Side Singers has the unique opportunity of appearing on WBZ, Channel 4 during the Christmas Holidays. Singing one of Mr. Stephen Freedman's original compositions this outstanding group of young performers impressed all who heard or saw them.

The singing group also entertained in several of the Andover elementary schools during the past two years.

WINTER CARNIVAL

An outstanding half-day of ice skating, cross country skiing, Olympic athletic events, snow sculpture, hot chocolate and home baked pastries turned a wintery afternoon into a wonderful opportunity for parents, teachers, and children to get to know one another in an environment other than the classroom.

The panoramic view of 500 children and adults enthusiastically involved in joyous activities was a scene that we will be sure to repeat.

There were many other superior aspects to our school year that should be highlighted such as the St. Jude Mathathon for which the children of South School raised almost \$2,000.00 for the St. Jude's Childrens Research Hospital.

The grade one and grade four pen pal project done in conjunction with the children in Bardwell, Kentucky. The Thanksgiving play and the unforgettable Winnie the Pooh, done by grade two. The outdoor education program at Ocean Park that provided our sixth grade pupils with a strong comprehension of the life cycle but more important than the trip to Ocean Park was the work that the sixth grade pupils and teachers did at Pumps Pond as follow up to the introduction that they received in Maine.

So, that was the year that was, a continued emphasis on a strong instructional program liberally spiced with activities designed to lighten the load.

In closing this report I would be remiss if I did not publicly express my strong feelings of appreciation to Mrs. Audrey Kenney and Miss Ann Maida for their professionalism, their ability to generate enthusiasm in their classrooms, and their devotion to the pupils and parents of South School.

ANNUAL REPORT

by

John A. coyle
West Elementary School

This is my second annual report as principal of the West School. The student population peaked at 1,029 students with the closing of the Shawsheen School in June 1981. We had a regular classroom teaching staff of 38.5 teachers in addition to early childhood and physically handicapped classes. This constituted the largest single enrollment at West Elementary School in the history of the school. We continued to house the Traditional Alternative Program as well as the regular contemporary program.

Every space in the building was completely utilized. Music and art classes in many cases were held in regular classroom areas. At the second and third grade level we added an additional half-time teacher to each in order to reduce large class sizes in language arts and math. These groups met in the center of the pod area in grade three while the second graders were shuttled from cafeteria to music room for their instructional program.

Even with the crowded conditions we managed to get the entire school together on three occasions around a holiday theme. It was quite a sight to hear over a thousand voices sing Christmas carols or saluting the flag on the front lawn.

Student attendance during the year increased over the previous year with an average daily attendance in excess of 95%. In addition to this there were 57 students that maintained a perfect attendance record. Staff attendance also was at a high level in excess of 96% and two staff members had perfect attendance.

The energy conservation program at West continued to be highly successful with drops in most categories even though more spaces were utilized during the year. Some energy increase can be directly traceable to the number of hours West is used after school hours. For example, 256.5 hours of building usage was recorded for October, an average of 8 hours per day after normal school hours when electricity and some additional fuel would be used.

In addition to students redistricted from Shawsheen we had enrolled 135 students new to West that had to be tested and placed. This process has been intact for the past two years under the guidance of Mrs. Shea and Miss Costello, instructional specialists. This provides for a more appropriate placement for students and gives accurate information to parents on how their students match up with their Andover peers. Many parents appreciate this additional service and are able to help their children at home in specific areas.

There were no major repairs undertaken this year. The roof repair of the previous year seems to have solved the annual problem of leaking ceilings. There was also work done on heating controls and units that froze up during the bitter cold spell during mid winter.

In conclusion, I feel West had a very successful year under difficult and crowded conditions. Teacher morale remained generally high in light of the effects of proposition 2½. The staff, teachers, aides, custodians, kitchen employees should be commended for their flexibility and adaptability. Student conduct was very good and vandalism was at a minimum.

I am confident that the 1982-83 school year with a decline in enrollment will allow us to be as, if not more, effective to the students and community that we serve.

ANNUAL REPORT

by

A. Eugene Frulla, Principal
East Junior High School

This year's annual report will reflect some observations and recommendations as I conclude my assignment as principal, East Junior High School.

The early adolescent of the 1980's attending the East Junior High School provides us with many reasons to be proud to be associated with them. The academic achievement levels are extremely high as measured by standardized tests. Significant numbers of students are accepted at exceptionally good private secondary or preparatory schools. Fine arts presentations, athletic competitions, social activities all indicate numbers of students excel in different areas but each recognized talent is developed to its utmost by an interested faculty and staff.

During the academic year, we have watched in amazement as the "new" Doherty has literally grown before our eyes. The construction project has affected many ongoing activities of both daily and annual natures. Traffic patterns, use of grounds, use of certain building areas has been changed, often with very short notice. It is a credit to the staff members and students of East to reflect upon their cooperative natures and flexibility during this particularly difficult period. All personnel are anxiously looking forward to the opening of the new school knowing that there are, in all probability, some serious problems ahead in the adjustment to the new facilities.

The recently concluded academic year has provided us the opportunity to explore numerous recommendations of the Middle Grade Report of the 1980-81 academic year by Dr. J. Gavin, et al.

While we temporarily lost the true team teaching approach recommended for students of this age group and employed for several years at East, some scheduling modifications for the coming academic year should once again demonstrate this concept. The primary cause of the temporary suspension of team teaching should be noted as a result of a radical reduction of personnel within the facility and an inability of the administration and staff to compensate for the change as rapidly as was required.

Of tremendous importance to the students was the inclusion of numerous interdisciplinary study units. Practically every staff member was involved at one time or another during the year in the development of such an activity.

The area of social responsibility was emphasized during the academic year with excellent results. Students were asked to assume building responsibilities similar to those found in their homes. Simple matters such as cleaning the lunch room after a group lunch were requested. Special interest groups provided the facility with minor maintenance activities and school yard care. The problems of vandalism and graffiti continue to reduce in number of incidences as a result of staff and student involvement.

A community and nationwide problem of petty theft and shoplifting was met through a joint effort of the Andover Downtown Merchant's Association and school personnel. The primary focus was to heighten the students' awareness of the magnitude of the problem. The initial reaction of the Merchant's Association has been quite positive. I recommend an annual message be provided to the students of this age group through some mini-course activity.

The disruptive student, the chronic absentee, the truant, the chronic tardy student have been addressed through the usual process and generally provided alternatives. Extreme cases were provided a Saturday work experience in lieu of suspension. I recommend such an activity be carefully considered at the system level for potential future system policy.

The plurality of values held by the community demands that we continue to provide alternative programs for students and their parents.

In conclusion, I am indebted to the central administration, the staff and students of the East Junior High School for their support and creative suggestions. During my tenure as principal, East Junior High School, I have had the honor to work with a number of staff members who demonstrate excellence regularly when dealing with this particular age group of students. The students have regularly demonstrated their uniqueness, ability to assume responsibilities, and a general search for excellence.

ANNUAL REPORT

by

William E. Hart, Principal
West Junior High School

I hereby submit the twenty-first annual report as Principal of Andover West Junior High School.

We chose as our theme for the 1981-82 school year "The Dynamic Middle School". Although we have developed middle school concepts for many years, our thrust was a renewed focus in light of our building program and the report of the Massachusetts Board of Education Study Committee.

Our first priority of the year was to develop supportive programs for the twenty-one (21) students who did not pass their 6th grade basic skills test in Reading (Comprehension, Vocabulary and Reading). We brought to bear the combined resources of Chapter 766, support programs, and English Enrichment programs to correct deficiencies. The students program is monitored by Guidance and the Core Chairperson. A comparison of the SCAT/STEP tests in 1982 vs the 1981 scores, taking the same group of students in grade 7 and comparing them in grade 8 indicated significant progress.

Students in grade seven and eight who placed in the bottom quartile on the national SCAT/STEP program in Mathematics have been scheduled for a sixth period of support mathematics. The specific basic skill deficiency of each student has been identified and appropriate materials to remediate have been provided. A comparison of the 1981-82 SCAT/STEP results, taking the same group of students in grade 7 and comparing them in grade 8 indicated significant progress.

A special inter-disciplinary project on Puritanism, involving English/Social Studies in grade 8, was developed, culminating in the "re-enactment" of a service by Jonathan Edwards which was held at West Parish Church. Field trips to Plymouth Plantation, Cabot Theatre, the Kennedy Library, and Boston Navy Yard were conducted. Congressman James Shannon spoke on the inner workings of Congress, and the pros and cons of the AWAC sale to Egypt. Also, a representative from the Attorney General's office came to speak to the 9th grade students.

A heavy enrollment in Latin I required dividing the class into sections after school was underway. This necessitated "borrowing" a teacher from the Language Arts Department to teach a foreign language. We then had two staff members involved in teaching a foreign language "on loan" from the English department.

We are retrieving more and better data from our computer programs. Immediately following quarterly report cards we receive "print-outs" of alphabetically, by grade, lists of students who have received D's or F's in academic subjects. The information includes teacher name as well as conduct and effort marks. Guidance counselors and Core Chairperson follow up with teachers, students, and parents, as appropriate.

In the next academic year we will take a quantum leap into computer literacy. The availability of ten (10) computers and staff expertise will address functional literacy, computer assisted instruction, and drill and practice in basic skills. A complete report of plans for computer literacy is on file at Dr. Mitsakos' office.

Program Advisors were provided an item analysis from the ETS testing, indicating the percentage of students responding correctly to each question in order that the curriculum be adjusted, if appropriate.

Guidance Counselors have taken aggressive approaches toward informing the public of the scope of the services offered. In addition to newspaper photos and articles, an excellent presentation was made to the Parent Advisory Council.

Project Discovery (a Federal program) is a teacher-oriented career infusion program designed to develop a discovery center, including a community resource file. We have established a business/education collaborative to support shadowing, mentorships, and exchanges of information. We plan to intergrate an educational

planning unit into the ninth grade social studies program. A proposal for the 1982-83 school year has been made to the State Department of Education to expand Project Discovery to Andover High School and East Junior High School.

In Fine Arts the number of students participating increased. They presented a Cabaret, a 2-act play, and Christmas Concert. An Art Club was formed which meets weekly. In the Spring Open House Fine Arts and Music were highlighted, as well as the Drama Club. A 3-act play was presented in June.

A very enthusiastic group of students participated in a Jump-a-thon for the Heart Fund and collected over \$2500.00 as the school contribution.

Our Gifted/Talented Program in all three grades explored new and exciting vistas. Grade seven students developed an Orientation Program for sixth grade which included a video-tape highlighting important features of the Junior High as well as a booklet which was designed to orientate on a student to student level.

In Grade 8 each student in the Gifted/Talented Program wrote an original story and translated it into a foreign language. Stories were written in Russian, Chinese, French, Latin, Czech and Italian.

In grade 9 students went beyond the play learning about work involved in becoming an actor, director, designer, costumer, etc. The students are now aware of what goes on behind the curtain, as well as in front of it.

Our Parent Advisory Council is supporting our program by organizing parents to help supervise our dances and other evening activities. In 1982-83 we want to expand the scope of the Parent Advisory Council to include coordinating volunteers to support Media Services.

We have promoted many opportunities which are available after school and in the evening. We have increased our Friday night dances, open gym, and week-end skiing trips. All these activities have been well attended.

We worked with the local merchants to sponsor an Anti-Shoplifting Crusade. A pizza party was held for the three best homeroom suggestions selected by the merchants.

A successful Disability Awareness Program was held on December 4th by the Health Advisor, with assistance from the Health and Physical Education staff.

Our Western Star program is well established and recognizes students positive contributions to the school. Throughout the 1981-82 school year we recognized a total of forty-five (45) students---eighteen in grade 7, fourteen in grade 8, and thirteen in grade 9--as Western Stars.

While we have maintained a team organization in grades 7 and 8, with common planning time and team planning once a week, we lack the time and space to develop learning teams as we would like. Our new and renovated facilities will help a great deal with flexibility. As we organize for the 1982-83 year we will give "learning teams" in grade 7 top priority in maintaining team integrity throughout the day.

With the loss of 6½ teachers due to Proposition 2½ teacher schedules and class size have increased. These factors have caused increased tension in the staff. Reduced planning time, coupled with increased work load is adversely affecting staff morale.

Our daily attendance average for the 1981-82 school year is 95%. We have a close, daily monitoring system which insures consistently good attendance on the part of the student body.

In summation, we have many reasons to be optimistic for the 1982-83 school year---we will have our new and renovated facilities, as well as the excitement of insuring basic computer literacy. We will have opportunities to further the Middle School concepts, and reorganization of the staff to name a few.

I am indebted to Dr. Seifert and Dr. Mitsakos for their support, and to our staff who have repeatedly "gone the extra mile" to insure the success of our programs.

ANNUAL REPORT

by

Mary A. Jennings, Principal
Andover High School

This annual report will cover four major areas.

1. Individual Program Progress
2. Comprehensive Program Progress
3. Extra Efforts Done by Programs
4. Recommendations for the Future

I. Individual Program Progress

A. Academics

The English Department, funded through a Punchard Trustee grant, implemented a new reading program for low interest readers. The two teachers directing this program agreed that it was successful and it will be continued next year. English also began team teaching with the Social Studies Department in the American Studies program. This course included many guest speakers.

The Social Studies Department Team taught the popular American Studies course. Another course which was very popular with the students was the Model UN Program. More students applied for this program than were accepted. The two instructors took a large number of students to the area Model UN and also to the Model UN in New York City for one of the more outstanding field trips of the year.

The Science Department continued on course with no new additions to the curriculum. Major emphasis was placed this year on potential staffing problems for the following year.

The Math Department continued with its existing curriculum; however, the numbers requesting the computer courses increased dramatically to the point that the present computer facilities were overloaded.

Two outstanding programs in Foreign Language included the Spanish Exchange program with the Lawrence Public Schools and the German Exchange program with a town in Germany. Both programs brought students from other cultures into our school. They were also self-supporting - the Spanish program being funded by the Punchard Trustees and the German Exchange program funded through student participation.

The Music Department continued to expand. With the acquisition of new uniforms the band felt more pride in itself and engaged in more public competition. Andover High School hosted its first marching band competition which will now become an annual event.

The Art Department grew as the Fine Arts requirement began to be implemented. The Calligraphy courses were particularly popular.

The Practical Arts Department's new contributions included the Garden Restaurant and an expanded Graphic Arts Department. The Garden Restaurant became popular not only with the teaching staff that it typically served, but also with members of the community and personnel from other school buildings. The Graphics students were challenged and did several projects that benefited not only their classroom learning, but the total school graphics needs.

Physical Education began an all school activity program by having Friday afternoon intermural programs and hosting one all school competitive event in the spring. The law suit pending on Project Adventure squelched some of the enthusiasm for the team teaching approach that had been evident the previous year.

B. Continuum

The K-12 continuum in all departments has yet to be realized. With the advent of Program Advisors, articulation between the Junior High and the High School began, but was never fully realized due to time constraints. Senior High teachers still did not know what the Junior High teachers were teaching and were even more unaware of what the elementary schools were doing.

Within the Senior High School curriculum, the continuum seems to be fairly well established in the areas of Math and Science. The English Department had worked with its electives. A continuum was not needed at the senior high level in Social Studies but a decision regarding the teaching of World History at the Senior High and also at the Junior High could be a problem, and should be addressed in the future. The Foreign Language Department had problems this past year with their Senior High continuum, mainly due to students coming into the High School with varied backgrounds from the two Junior Highs. It had been difficult to place students into the many levels of classes that were offered.

C. Media

The Media Center was very crowded the past year. Often during the lunch periods, it was filled to capacity and closed to any other students who needed to come in. Teachers had difficulty in bringing their classes to the Media Center because of this crowding problem. The AV section of the Media Center has continued to be exceptional in its delivery of services. A wide assortment of materials is available to the classrooms and the equipment has been kept up to date and in good repair.

D. Athletics

The Athletic Department at the High School continued its exceptional support from the community. Each team had a sports banquet in its honor sponsored and paid for by parent organizations. The most outstanding team at the High School this past year was the boy's soccer team. It won the regional title. A report from Dick Swift might address the win-loss records of various teams at the High School.

E. Special Education

Special Education began the year with 14 educational plans left-over from the previous year. The new CORE chairperson made a valiant effort at not only taking care of this back-up, but working with many new educational plan referrals. The Special Ed Department worked more closely with the Assistant Principals and the Counselors than had been done in the past.

II. Comprehensive Program Progress

A. Individualization of Instruction

There are currently 3 levels of instruction at the Senior High School. Level 2 is for the non-college bound average or below average student, level 3 for the college-bound student and level 4 for the academically talented college-bound student. In a vote by the faculty in November, it was decided to continue the leveling process. The faculty at that time decided to change the number of grade credits given to level 2's so that there would be a more equitable distribution between level 2 and level 3. Some departments have begun moving away from leveling by combining courses (usually level 3 and 4) into one course allowing the students in those courses to receive grades weighted according to their chosen level.

Special Education classes continue to be the leaders in individualized instruction. The Math Department offers a level 1 class for students who are having difficulty as does the Social Studies and English Departments. Each of these level 1 Special Ed classes are designed with individual instruction packets. Several teachers this past year took courses in Generic Teacher training, a training program which stresses individualized instruction. These teachers then did projects within the school which may lead other staff members toward using more individualized instruction in their own classroom.

B. Test Results

SAT tests are the only test that the High School administered this past year. Students scored above the state and national average. The scores were higher, though not significantly higher, than those received the previous year. These scores were not significantly different. The High School was unable to use STEP test administered the previous year because the counseling department did not have the data on file. The High School continues to reject the use of the Armed Forces achievement test.

III. Extra Efforts by Programs

A. Communications

An extra effort was made this year to improve communications within the faculty and between the faculty and administration. A faculty senate which had been established the previous year was supported. A Head Teacher's Council was formed and a Special Services group which included all "helping" professionals in the building was formed. Each of these groups elected a chairman and the chairman was then represented on the administrative cabinet - a group meeting once a week to review decision making. The cabinet consists now of the three teacher representatives, the two assistant principals and the principal. These regularly scheduled cabinet meetings help increase communication with information flowing from the cabinet to the teacher groups and back to the cabinet.

Regular faculty meetings were held this year with an emphasis on decision making and discussion at the faculty meetings instead of announcement-giving.

Communication was also improved through the use of weekly staff bulletins giving an outline of the next weeks calendar plus important announcements. This eliminated the need for erratic memo sending from the administration. Any important information from the administration to the teachers is included now in the weekly bulletin and teachers have begun to expect to be responsible for the information in it.

B. Joint Projects

Programs began to work together in joint projects this past year. Each department contributed to the Energy Week that was held in November, which was also part of the Parents Open House evening. Team work was also shown throughout the scheduling process. Program Advisors not only met with

their departments to decide on the teacher selection of courses, but worked with other departments in arranging the arena conflict scheduling that was done for the first time this year. Head Teachers worked with one another to decide on room selection and on the placement of singleton courses. Teachers and supervisors wanted to become more involved in scheduling and this hopefully was a step in that direction.

C. Student Involvement

Extra efforts were made this year to involve students in the disciplinary process. Students traditionally have complained about the rules and regulations of the school and the way in which they were enforced. So that they might understand the background for the rules and the difficulty in enforcement, they were asked to become part of a Discipline Advisory Board which met weekly with several teacher advisors and the principal to discuss difficult cases. This Board then placed students who had a hearing on probationary contracts and then followed up on these contracts to be sure that the students complied with them.

Student involvement was also increased in the area of class activities. A sophomore advisor was hired for the first time complementing the already existing positions of junior and senior class advisors. These three advisors met bi-weekly with the principal to outline X-period and to coordinate class activity.

IV Recommendations

A. Curriculum

The Program Advisor's job description needs to be further delineated. Confusion resulted this past year between what Program Advisor's responsibilities and head teachers and building administration responsibilities. Program Advisors spent a large amount of their time evaluating teachers, but were unable to spend much time working on the curriculum continuum or assisting building personnel with special projects.

The budget process as it relates to Program Advisors should also be reviewed. The Program Advisors are currently signing off on budget items that are the responsibility of the building administrator. It is after-the-fact that the building administrator realizes that money has been spent out of department budgets -- sometimes too late to let the Program Advisor know that they have overspent their budget.

Computer systems for students need to be expanded at the High School. The current computer lab in the Math Department is already outdated in equipment. The small mainframe has no maintenance contract attached to it and there are not enough terminals for the large number of students wanting to take a computer course.

The Business Department is beginning to offer computers and word processing. This effort by the Business Department should be combined with the Math Department's effort so that computers might be offered as a Practical Arts course in either department.

Micro-computers should be slowly introduced into each of the departments. The department bookroom can serve as lab for these computer systems when the books are transferred into the new library.

Several micro-computers should be made available in the library so that students can do out-of-class work on these, instead of having to wait for one of the labs to be open.

Head teacher positions should be available in each of the curriculum areas. A head teacher is needed in Physical Education. These head teachers need to meet regularly. They will all be scheduled free first period next school year so that meetings can be conducted at that time.

Team teaching needs to be further encouraged at the High School. Next year a graphic arts block of team teaching is scheduled. The Industrial Arts Graphic courses, the Art Department's Graphic Design Course and the English Department's Publication Courses are all scheduled at the same area next year so that these teachers may trade expertise and students may help each other on projects that will now be printed at the High School, such as the school newspaper.

In-school suspension provides another opportunity for team teaching between departments. The teachers who have been assigned in-school suspension met last year and have decided what they would like the in-school suspension program to be. They will need support so that they can learn how to work together and solve problems that span all departments. Team teaching looks as though it will be expanding in the area of American Studies. There will be two sections of this next year with 4 teachers involved. The English and Social Studies Departments are scheduled so that if sophomore teachers wish to team teach between the two departments they can. This information will be made available to them and perhaps with this convenience in scheduling they will take advantage of some team teaching opportunities.

It is strongly recommended that the Media Center become the center of the school. With the new Media Center facilities we need to make this the central laboratory for all departments. The new wing containing tape recorders and micro-computers should be operative at all times and supervised by teachers so that students from Foreign Language areas and from Math and Business can come to the library to do their homework and receive assistance from some of the teachers. Paperback books and books that rotate such as Health texts need to be placed in the new area of the library on a reserve checkout basis. This will conserve the use of books and assure that students will use them only when needed. This new part of the library can also become a pleasant reading area for students so that the other part of the library can further emphasize its already strong direction in the area of research and classroom assistance. The media portion of the library needs to be more centralized. Currently tapes and film strips are scattered throughout the school in department bookrooms. These should be centralized in the media center and made easily assessable to the departments. This would create even more room in the department bookrooms for the needed computer space. The use of the cable TV will greatly enhance the whole media portion of the library and plans need to be made for close cooperation between the media center and the new cable TV studios.

The High School has a strong program in competitive athletics. Emphasis now needs to be placed on intermural athletics and all-school competition. Also our courses need to stress life-long athletic skills such as recreational sports instead of the team sports that are currently stressed.

Special education needs to work more closely with the administration and guidance. Some students are on ed plans who could be serviced through other areas in the school. With closer communication, special ed can begin concentrating on those students most in need while other areas of the school such as Peer Counseling or the Guidance Department could pick up on those students less in need.

The Fine Arts Department has been expanding for the past several years and with the opening of the new auditorium in the spring, the High School needs to be ready to handle the flood of requests to use the new auditorium and to evaluate proposals for new programs scheduled for it. The superintendent's recommendation that a fine arts council made up of the high school and community leaders is well received and action will be taken on that this Fall.

The Fine Arts Department needs to develop more academically oriented fine arts survey course so that students can choose this rather than a hand-on craft course to fulfill their fine arts requirement. If the Fine Arts Department does not choose to move in that direction it should consider granting credit through some existing humanities courses in the English and Social Studies curriculum. The Fine Arts credit requirement has caused a bulge in our Fine Arts scheduling that may diminish in several years.

Practical Arts has lost some of its enrollment but with stress on the computers and word processing portions of the Business Department, it's anticipated that this enrollment might increase again. Also success in the new graphics area may increase enrollment. The Child Care area of Home Economics has not been stressed this past year and it is recommended that it be seriously considered to be moved in to a full time position. The need exists in Andover for child care and students can be trained vocationally for this. Grants and other sources of funding should be applied for in the 82-83 school year so that the 83-84 school year we can begin a full-time program in Child Care.

B. Administration and Guidance

Discipline at the High School needs to include not only the assistant principals but the guidance counselors. The new practice of dividing the student body between the two assistant principals should be continued with two of the four counselors assigned to each assistant principal. Assistant principals and counselors should evaluate students who are beginning to get in trouble and recommend ways to help the problem before a series of detentions and suspensions become the norm for that student.

In-school suspension is recommended as a way to aid in evaluating discipline problems. Assistant principals should work closely with the new program so that communications on referrals is kept constant.

Administrators and counselors both need to become more visible in the school. Assistant principals should be out in the hallways before school begins and counselors should be out into classrooms and hallways during the school day.

Counselors should take a large leadership role in discussing student progress. Guidance counselors should be encouraged to conduct group meetings with teachers and parents when a request is made for information on a particular student. These meetings can be held immediately after school so that all teachers can attend. Guidance counselors can also meet

with the sophomores in small groups at the beginning of the year so that they begin to get acquainted with them on a one-to-one basis. The guidance department will be expected to become conversant with the computer scheduling so that when scheduling changes are made they can make them directly in the computer and finalize the decision before a student leaves their office. This will aid in data reliability and also will aid in student credibility toward the guidance counselors.

Both administration counselors and key teaching staff need to be trained in drug and alcohol abuse. We are currently handling it strictly as a discipline problem. While some areas of drug and alcohol abuse may be disciplinary other areas reflect deep-seated personal problems that can be addressed by the "helping people of the school."

C. Student and Parents

It is recommended that students increase the number of school activities that they currently host and this is supported by the administration. Parents have volunteered as chaperones and want to become more involved in student activities. Hopefully an increase in student activities will help increase school spirit which has been lacking at the school.

Student government should be expanded. It is recommended that an extra-curricular student government advisor re-activated. This student government advisor would coordinate the efforts of staff, a 12-member SAC Board and all 3 of the classes and their advisors. S/he would also work and coordinate the efforts of the Discipline Advisory Board which is currently handled by the administration.

Students sense of responsibility to the school needs to be improved. Next year it is suggested that students begin to assume more ownership of the school. The first attempt at this will be through the clubs presenting flags that will hang from the ceiling of the cafeteria creating a warmer and more personal atmosphere. It's also suggested that classes be given part of the vandalism budget and that they be allowed to keep some of the vandalism monies if they are not expended on vandalism repair. Students should also be encouraged with the help of the art department to design graphics that can be painted on the existing drab hallways.

There needs to be closer communication with the parents. The parents newsletter that was begun last year should continue next year. The parents need to become more active in not only a social way, but also in responsible educational matters. The parents advisory group will be invited to attend a cabinet meeting each month so that they may talk with other teachers and administrators and students at the High School. The new student government advisor will be asked to be on the cabinet also and once a month a student representative can accompany that person to the cabinet. With the parent and the students now represented on the cabinet, valuable input will be gained from this group.

V. Conclusion

The opinions and recommendations in this report have been gleaned from only one year of experience at the senior high school. Perhaps the objectivity that comes from the first year of a position can off-set the lack of historical backgrounds that might be inherent in some of the problems and solutions described. This report was compiled without opinions from other parties, such as Program Advisors or Assistant Principals. As communication increases in the following years, their opinions hopefully will be included. The value of this report will become clear when it is read next summer to see if similar problems that are described here continue to exist and if recommendations have been achieved.

PROGRAM REPORTS

Fine Arts	Diana Kolben
Health	Brenda O'Brien
Language Arts	Peter Anderson
Mathematics	James Murphy
Media Services	Annetta Freedman
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Physical Education and Athletics	Richard Swift
Pupil Personnel Services	Pamela Kvilekval
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Social Studies	Daniel Leclerc

ANNUAL REPORT
by
Diana Kolben
Fine Arts Department

This past 81-82 school year, the third year since the marriage of art and music, was one of clarity and fine tuning. The program advisor conducted approximately seventy master classes for the purpose of concept development and piloting some new techniques which will be used in the 7th and 8th grade music curriculum. These master classes were video taped. In-service meetings dealt with the critique of these video tapes using tools from "Mirrors in the Classroom".

Individual teacher behavioral goals were chosen carefully and realistically by teacher and program advisor for instructional improvement plans.

Each school's program format was altered to include a common thread or idea which served to "unify" chosen choral and instrumental selections. Consequently the pace of these programs was much faster as the ensembles remained stationary and no time was lost in reorganizing groups during the presentation. "Intermissions" disappeared - many more colorful visuals in the way of costumes and slides produced an all-around sensory affect that was pleasurable and stimulating.

One of our annual Fine Arts events - the all day festival held in March at the high school included many hundreds of children K-12 and many thousand of spectators. One of the highlights this past year at the festival was an all day light show presented and produced by the art teachers and ninth grade students at East Jr. High.

The other event - our Fine Arts Hall of Fame banquet - entertainment and awards evening was better than ever.

A new Fine Arts event surfaced at the high school in the form of a Renaissance Night - dinner, dancing, singing, drama, visuals, and many instrumentalists. Over a hundred high school students and four disciplines were involved with this production written by Mr. Allan Minkinen and directed by Mr. Bill Becker. The faculty involved, seven in all, were so pleased with the outcome of this first attempt to interrelate the practical and fine arts at the high school that a similar all encompassing arts activity will happen again in the coming year.

Art work continues to be exhibited from each school each month at Shawsheen. Work was also displayed at the Andover Savings Bank.

Many students' work was chosen to be exhibited in the regional show of the Boston Scholastic Globe art award this year. Two won a blue ribbon at the Prudential building and, consequently, a show in New York.

The entire cast of our competitive drama piece this year won all-star-standing. Andover High School was again the only school to present a difficult comedy in competition.

The instrumental program continues to service approximately 700 students. Even with declining enrollment the number of students involved in the Andover Public Schools instrumental program has risen. The string program in particular this year was incredibly active with two all-town orchestras - intermediate and advanced - performing at the Kennedy Center, the all-town concerts, and the Adventures in Music Orchestra.

In addition to the town-wide string ensembles, the town-wide elementary band and chorus performed. A new all-star ensemble made of the best of the all-town band was formed.

The art and music basic skills tests in grades 3 and 6 will be implemented in the coming year.

Four of the elementary music teachers were involved in the Orff Level I workshop at the University of Lowell this summer. Elementary and junior high music classes will be involved in the use of Orff instruments more so than ever before.

At the junior high level we are piloting a new music program for 7th and 8th grade and a new 9th grade art course. At the high school many new art courses and music courses will be executed.

The high school marching band will be entering twice as many competitions this fall season. Its teaching staff, thanks to the generosity of the high school band parents, will increase by two.

We look forward to new schedules on the secondary level that will give us the consistency of time to make the arts credible and a real part of the school life.

Onward and upward for Fine Arts in 82 - 83.

ANNUAL REPORT

by

Brenda O'Brien
Health

Andover's health education programs grade one through ten are part of a well-defined, comprehensive continuum organized and coordinated between grade levels. Each unit is based upon the current needs, interests, characteristics and abilities of the learners for which it was developed. Helping students acquire the knowledge, skills, and attitudes that promote healthful behavior is the program's goal.

In addition to the core curriculum, numerous programs supplemented the year. The department received two grants from the Commonwealth Inservice Institute and The Department of Education enabling implementation of the "Super Foods Build a Super You" curriculum project and the "Disabilities Awareness" inservice program. Resource materials, curriculum expansion, and extensive staff training were realized in the areas of nutrition and special needs education.

As part of the United Nations declared International Year of the Disabled, Disability Awareness Programs were scheduled in the junior and senior high schools to help students gain a better understanding and sensitivity to the types of disabilities that exist in our society. Guest speakers established the goals and tone of the day, followed by learning stations and exhibits manned by community service agencies.

A pilot Disability Awareness curriculum was field tested in grade four. Following inservice training workshops developed by the 766 Parents Advisory Council, staff and parent volunteers implemented the program. The eight lesson unit has now been established as part of the core curriculum for grade four.

A campaign to educate teenagers about drinking and driving-- "Friends Don't Let Friends Drive Drunk" was implemented at the High school. Co-sponsored by the Department of Public Health's

Division of Alcoholism, the campaign included informational letters to parents and an open forum to debate the issues. Panel representatives included law enforcement, legal aid, counselors and victims of alcohol abuse (MADD). The program will be scheduled annually and plans are currently under way to establish a SADD chapter (Students Against Drunk Driving) at the High school.

Each program this year has had one common element: parent support and participation. In writing curriculums, training staff, implementing programs and evaluating curriculum goals, parents have actively become involved. Perhaps the strongest commitment from the community has been in support of the Committee on Substance Use and Abuse.

As charged by the School Committee, a panel of parents, staff, administrators and students was created. Their goal was to establish a comprehensive plan to deal with issues of substance use and abuse. Hours of debate and consultation were spent in developing a statement of philosophy and plan for addressing the needs of the community. Proposals were requested from a variety of service providers.

Plan initiation and staff team training are scheduled to begin February 7, 1983 with the assistance of the Johnson Institute of Minnesota.

ANNUAL REPORT
by
Peter Anderson
Language Arts Department

During the past year, the direction established in the Language Arts area has focused on consistency of instruction, particularly in the area of composition and the teaching of writing. In this regard, much time has been expended in dealing with the teaching of writing as a process and the recognition that students who are able to write well are students who demonstrate skill in clarity of thinking and in organization. A number of teachers participated in an inservice course for this area.

In line with this, much discussion has ensued in developing learning experiences which integrate the various aspects of the Language Arts Program. One of the dangers faced in presenting a multifaceted program in Language Arts is that students do not see clearly how the various elements of the program relate to each other. Thus, teachers are aiming at developing lessons which integrate in as obvious manner as possible, all the elements of the program--grammar, composition, literature, vocabulary, etc.

A third major focus this year has been in the area of interdisciplinary learning. Language Arts teachers have worked with teachers in other departments and curriculum areas to develop learning experiences which reinforce each other. A prime example would be a unit on immigration which was conducted at the East Junior High School this year, and which involved administrators and teachers in English, social studies, mathematics, foreign language, science, music, art, and occupational education. Similar efforts were also undertaken at West Junior High School. At the high school, teachers have expressed interest in similar efforts, particularly in incorporating the fine arts into the English curricula.

In terms of the future, the curriculum offerings in English are supported with adequate materials. Next year a very high level of consistency in terms of literature selections will be guaranteed in the junior high schools. Furthermore, two new vocabulary programs will be piloted and one of them chosen for implementation in the following year. One other optimistic sign--during the fall, the

the high school English staff will have a word processor available to them for instruction with students. Students from various courses will all have an opportunity to work with this equipment so that the English faculty may formulate a recommendation as to the direction which the system should pursue with equipment of this nature.

In the 1982-83 academic year, the emphasis on composition skills will continue with continuing increased focus on the elementary schools particularly grades 3-6. Similarly, attention will continue to be aimed at further developing interdisciplinary learning experiences at the secondary level.

ANNUAL REPORT

by

James A. Murphy
Mathematics

This annual report has been developed to illustrate the "highs" and "lows" of the mathematics program for the 1981-1982 school year. In so doing, plans for next year and essential recommendations are also pointed out. The report is divided into the elementary level, the junior high level, and the senior high level.

The Elementary Level:

At the elementary level IMS continues as the main vehicle for mathematical instruction. There is, however, an abundance of other materials being employed and are mostly of the workbook type. The staff seems evenly divided by the two approaches. The teachers who wholeheartedly support the IMS method report genuine student excitement for the material and a personal sense of accountability in the use of the material. Those opposed to the IMS materials are convinced that the materials are not appropriate for low ability students or for early grade utilization. There is concern that increased class sizes accompanied by a decrease in the number of aides could have serious effect on the IMS program.

The program advisor conducted an in-service workshop in Geometry for elementary teachers from February through June. The program involved about fifteen hours of teaching the concepts about Geometry and an equal amount of time was spent on reviewing the Geometry strand of IMS by an all-group review of all worksheets and tests in the IMS program. A similar in-service course will be taught next year beginning early in the fall and allowing more time to direct use of the IMS materials.

A pilot two-week Geometry unit was developed by Mrs. Crane of the sixth grade at Bancroft School and the Program Advisor. The advisor taught the unit with the teacher serving as an aide. The course covered the topics of

geometric concepts and constructions. Plans are being developed for the Program Advisor to teach this unit to any sixth grade class so requesting it next year.

The entire sixth grade class was tested with the Shaw-Heihle Basic Skills Test as part of the placement procedure into the seventh grade. The results were shared across the system. This year the group was determined to have a mean grade equivalent of 7.3 when tested in 6.6. This represents a growth of about two months from last year's testing at the same time.

The arrival of computers at the elementary level was greeted with great enthusiasm by students and staff members alike. It has taken very little time for staff members to commence their preparation for full utilization of this equipment next year.

The Junior High Level:

This year the seventh grades of both junior high schools utilized the same new text. Some difficulty was experienced at first but after a month or so, both students and teachers became accustomed to the new text. The program has gone well since then.

A new geometry text, the same one as used at the High School, was introduced in the ninth grade Geometry classes. This new text has gone well except for a very few problems that have been adjusted.

At the East Junior High an excellent and very successful program of teaming the mathematics teacher with the resource room teacher was conducted. This was done with the remedial math groups at each grade level. As a result, great achievement was made with many students showing improvement by four or five stanine points.

Both schools began the use of cooperative standardized tests in the ninth grade for Algebra and Geometry as final examinations. This is the same test series as used in the High School. Teachers report that the scores were good and certainly within the standard norms of the tests.

Both schools used the Orleans-Hannah Algebra Prognosis Test for placement into Algebra. Generally, results were the same as other years. The test is regarded as a very reliable instrument for this purpose.

Next year both schools will have excellent computer labs. The faculties at both schools were assessed for their readiness to begin this task. The math staff at the East revealed itself to be better prepared to meet this challenge next year. Some staff changes have been made to balance the teams for both schools. Additional in-service training is planned for early next fall as soon as the computer facilities are in readiness.

Next year both schools will be impacted upon by the new middle school philosophy and all that it implies. Teaming

requirements and a reduction in the number of levels of instruction will seriously affect the ability of the math staff to treat small groups of students with special emphasis and special programs such as the teaming of math teacher and resource room teacher.

The Senior High School Level:

Student demand for computer training at the senior high level has been met by three additional terminals being added to the PDP-8 system and by extra sections being scheduled. Another terminal will be added next year and this will fully load the system with eight terminals. Additional sections will also be scheduled as will a new course in Advanced BASIC which will be called "Computers and Programming II." This will now cause the computer lab to be in operation every period in the day. It is recommended that those computer courses be regarded as practical arts courses which meet graduation requirements.

The mathematics curriculum has been very well developed in the past few years. It is able to meet the needs of all students with its wide variety of courses, many of which are offered at three and four levels. There is great concern among the staff that the reduction of the math staff by ten sections will seriously endanger the ability of students to adjust their programs by shifting to a lower level as the course and the year progress.

A new text was adopted for the Level 4 Geometry class, the same text simultaneously adopted for both junior high schools. The text has gone well except for a few topics which have been adjusted.

An additional word should be included about the mathematics leagues. The elementary schools are involved in the Continental Math League in the higher grades. The junior high schools are also involved in the Continental Math League at their appropriate grade level as well as in the regional mathematics league. The senior high is involved in the regional mathematics league. Student enthusiasm is great through grade ten but diminishes rapidly rapidly in the senior high school especially in grade 12. These leagues are very essential to the mathematics program for both the student enthusiasm that they generate and the curricula enrichment that they provide.

No program as large as the mathematics program could succeed without the dedicated and unselfish staff members who make it work. I congratulate them all for their efforts for not only this year, but for the previous years as well.

ANNUAL REPORT

by

Annetta R. Freedman
Media Services

In the 1981-82 school year, the work in the media centers has continued to expand and the centers are truly the hubs of the schools. The media services are an integral part of the instructional programs and an indispensable part of the curriculum.

Media centers continue to provide students and teachers a wide variety of library books, cassettes, sound filmstrips, slides, filmloops, films, videotapes, and microcomputer programs. The long-range plans (which are on-going) include cooperation with classroom teachers in the further refinement in the development of listening skills, study skills, classification, interpretation, and analysis of literary forms.

Materials (Print and Non-Print)

The media center in each school has a collection of print and non-print materials and audio-visual equipment available for teachers' and students' use. In selecting materials and equipment, consideration is given to the needs to implement the curricula and special interests.

All ERIC documents are available on microfiche and assistance is given to the teaching staff in making a search for useful material.

The film library at Shawsheen houses the system's collection of 16mm films and videotapes. These are loaned upon request to each school. In order to make the best and greatest use of the non-print materials an inter-library loan has been set up. Any school may borrow non-print materials from another school. In this way there is a wide range of materials on a subject available to the entire system and duplication is avoided.

An up-to-date professional collection is housed at Shawsheen. Teachers are kept aware of new materials available and are welcome to browse or request an item to be sent via inter-school delivery. Equipment for previewing is also available.

Federal Funding

In the fiscal year 1982, the ESEA Title IVB funds were used to update and increase the system's 16mm film collection and to acquire a copy machine for Andover High School Media Center for student use. Fifty films, which cover practically all subject areas (Social Studies, Foreign Languages, English, Literature, Science, Mathematics, Physical Education, Music, Art, and Health) were purchased. The advantage of owning the films is that they may be used when needed to supplement a particular subject. It is not a matter of renting a film on a particular subject once a year and showing it to students who may not be studying the material until a month later.

Materials for St. Augustine and Pike were ordered, processed, and placed on permanent loan for the students and teachers to use. The media program advisor coordinated their projects according to their individual needs. This is required by law.

ESEA Title IVB was phased out in FY 1982 and became part of the Education Consolidation and Improvement Act of 1981 Chapter 2 (Block Grant funding) in FY83. These funds were used to equip the microcomputer lab in West Junior High. Allocations were also given to Pike and St. Augustine.

Microcomputers

In order to keep up with technology, the microcomputers in the elementary schools were introduced in the media centers this year and software programs are being supplied in the same manner as audio-visual materials. At the present time there are microcomputers in the elementary media centers and software to be used in teaching BASIC and LOGO. Simulation and problem solving programs, along with computer assisted instruction programs, may be used in the classroom, with small groups, or individually. There are plans for having one microcomputer in the Doherty and West Jr. High media centers in the fall.

In Andover High School Media Center one microcomputer unit, gift of the Punchard Trustees, was made available to students for independent use. There are plans for acquiring another unit next year which will be borrowed as any other piece of equipment and used in the classroom.

To really do a good job of having our students become familiar with computers, optimally there should be at least five in each media center for student and teacher use on a sign up basis.

The microcomputer should be another tool for learning available in the media center. These, of course, should be in addition to ones used in the classrooms or in a lab available for classes, in all disciplines. The goal here is to help the students use computers as a means not as an end in itself. Ideally the computers would be "demystified" to the point of being useful in the same way as a card catalog or a filmstrip production. For example, a science project may first involve research in books, experiments in the lab, and then subsequent correlation of data at the media center's computer. The computer here is a tool to help the student. At the elementary level, students may use computer assisted instruction programs on an independent basis.

Security

The security system at Andover High School is proving to be very successful. We have had to replace very few print materials because they are missing; replacements this past year have been principally for worn out items. The circulation has increased because the materials are available for student's use.

Students

All students have access to the resources in the media centers. Classes at the elementary schools are scheduled in the media center and students also attend on an individual basis.

Ideally scheduling for the media centers is a blend of fixed and flexible scheduling. Students in the elementary schools are scheduled to meet with the media librarian once a week. They may also use the resources on an individual basis with the teacher's permission.

Facilities

Work is progressing on the new media centers in Doherty and West Junior High Schools. All materials have been packed in preparation for the move this summer. It will be wonderful to have facilities large enough to accommodate the number of students who wish to use the resources.

The addition to the high school media center has not progressed as fast as we had expected, but it should be ready soon after school begins. The students and teachers will be glad to have the expanded facilities where they can use the available materials and equipment.

Circulation

The circulation of materials, both print and non-print, has continued to stay at a high level in addition to many materials used in the media centers during the school day. Figures for the 1981-1982 school year were:

	<u>1981-1982</u>
Bancroft	36,250
Sanborn	33,450
South	24,900
West Elementary	43,625
East Junior High	47,350
West Junior High	46,210
Andover High	205,300

The summer loan program once again proved very popular. With parental permission, any elementary student may borrow up to ten books for summer reading. In 1982, 1,750 students borrowed 17,500 books.

ANNUAL REPORT

by

Rosamond L. Bastable
Occupational Education

To evaluate the position of Occupational Education Program Advisor intelligently, it is vital that one have an understanding and appreciation of the scope of responsibilities the position entails and to review the gains that have been realized since the inauguration of the position.

The Program Advisor for Occupational Education has responsibility for the home economics, industrial arts, and business education programs for grades 7-12--curriculum, staff, supplies, budget, in-service programs, and equipment. The responsibility for the selection, purchase, maintenance, and repair of the equipment required for these courses is considerable, especially with the rapid and drastic changes in technology that is taking place in the field today.

In this position the program advisor has been responsible for the supervision of twenty-five (25) professional personnel, the development and management of fifteen (15) different budgets, the coordinating of the operation of the student-run store, "The Cage"; the student-operated restaurant, "The Garden Cafe"; and a nursery school which accommodates forty-five (45) pre-school children.

The career education aspect of the position has entailed the development of an extensive current career information library, the continued contact with representatives from the world of work, the development of an extensive Career Day (seventy-five (75) speakers were involved this school year) at the high school and the coordinating of the junior high Career Day, and the launching of a Job Fair.

The coordination of the various work opportunity programs for high school students has fallen under the realm of the Occupational Education Program Advisor's responsibility. The Marketing and Distribution Cooperative Work Program, the Office Co-op Program, the Survival Skills Work Study, the Work Release, and the Job Bank programs provide students with an opportunity to develop skills, explore careers, gain work experience, serve the community, earn money, grow in responsibility, and use the knowledge acquired in

the classroom.

Another significant aspect of the position entails the writing of proposals against the town's share of the PL 94-482 vocational education funds. After the proposals are written and approved, considerable time is required to implement the program whether it be by developing curriculum, selecting appropriate personnel, shopping for and purchasing the equipment, monitoring the programs, and submitting quarterly and annual financial reports. More than \$100,000 has been received in grants since the establishing of the position.

Business Department

With the anticipated approval of this year's vocational education proposals that have been submitted, I expect to have a total of six to seven Apple II Computers, three printers, and most of the necessary software to be used in our Computer Accounting classes, all of them obtained from funding.

I feel that these will pretty much fill our computer accounting needs for present enrollment levels. The time has come when we can no longer feel that we are adequately training in office skills without the use of word processing equipment. If 482 monies are available to Andover for the next few years, this is the need that should be addressed. When local equipment expenditures are resumed, consideration should be given to the replacement of some typewriters with word processing equipment.

At the new Doherty School our manual typewriters have been replaced with electric machines, thus updating our training equipment in that school.

Garden Cafe

This student-operated restaurant has been very successful from the point of view of student participation, staff support, work training, and career preparation.

Over the period of three years we have been able to equip the restaurant with all the equipment necessary for its successful operation. Federal funding and restaurant earnings have

allowed us to purchase steam tables, freezer, radar ranges, commercial dishwasher, and miscellaneous restaurant equipment necessary to carry on a worthwhile program.

Nursery School

When the new building program is fully implemented, during the 1982-83 school year, it should be feasible to move the nursery school to the ground floor level which has been a matter of high priority with me.

In the program our Child Care students, under the supervision of their instructor, during second semester, run a nursery school accommodating two age groups--one for two year olds and another for three and four year olds. The group for the two year olds meets once a week from 8:45-11:00 a.m. for a full semester. To be eligible for enrollment in this group, the child must be two years old by December 31. The two groups of three and four year olds meet three days a week during third and fourth school quarters respectively.

The nursery school classes have been very popular with the pre-school children and their parents, and provide a realistic experience for our high school students enrolled in the Child Care class.

Home Economics

The homemaking courses at the junior high schools will have to be modified and revised during the 1982-83 school year to be able to operate under the drastic budget cuts that have been imposed. With food costs and necessary supplies costs escalating tremendously, the projected budget will not allow for continuation of the programs as we have known them.

Industrial Arts

The 1982-83 school year should see the implementation of the new multi-activity, self-directed Industrial Arts Program at the new Doherty School. This concept is exciting and in keeping with

the middle school philosophy of being exploratory and individualized. After the successful launching and operation of the Doherty program, steps should be taken to have an equal program at West Junior High.

We expect to move into our new automotive shop at the high school during the 1982-83 school year. We anticipate being able to operate the program more efficiently with the implementation of some double-period schedules.

The Graphics Arts and other Industrial Arts programs have been able to effect considerable savings to the town by taking on so much of the printing and other work that needed to be done.

* * *

Hopefully, within the next two or three years, Andover High School's college-bound students will see the wisdom of fortifying themselves with occupational education programs to supplement the college preparatory courses and to provide themselves with a marketable skill.

Hopefully, with some relaxing of some of the budget restrictions, short-term courses in business word processing and computer applications could be developed especially for college-bound students which would provide them career orientation and skills to earn money.

ANNUAL REPORT

by

Richard L. Swift
Physical Education and Athletics

The Department of Physical Education and Athletics has again completed another very busy year.

The Physical Education Program despite the reduction of one teacher, scheduled each student so they were receiving 90 minutes of physical activity each week. The program continued to demonstrate that the Andover student is physically more fit than students nationally.

The fitness average for Andover students continues to be in the 70th percentile on a national fitness test.

Many special activities were conducted by the physical education program. Some of the most notable were:

1. Andover High - conducted in-school volleyball tournament for faculty and students alike. Over 150 students participated and 25 faculty members. Four-hundred students witnessed the finals.
2. West Junior High - offered a turkey trot run at Thanksgiving to 200 students. Participated in the Heart Fund Rope-a-Thon with the students collecting \$2,500.
3. East Junior High - Also participated in the Jog-a-Thon and raised \$2,000 for the Heart Fund.
4. West Elementary School - collected \$1,311 for the Heart Fund.

In all, the students and staff raised over \$5,876 for the Heart Fund.

Intramurals

The intramural program was very active at the elementary and junior high level. Fourteen-hundred and sixty-eight students participated in a variety of team and individual activities.

Interscholastics

The sports program entered a new era in 1981-82. User Fees were instituted to supplement a budget that was cut \$40,000. Eleven teams and 14 coaches were eliminated from the sports program. Because of these cuts, the number of students participating in athletics dropped from 1625 to 1214. Despite these cuts, the varsity teams achieved a win-loss record of 162-78.

ANNUAL REPORT
BY
Pamela Kvilekval
Pupil Personnel Administrator

Chapter 766 Evaluation

During the school year 1981-82, 411 pupils, age 3-21, were referred for either a Full or Intermediate Team Evaluation which were in accordance with Chapter 766 regulations. There are five components to a Full Evaluation: 1. an educational history, 2. a psychological assessment, 3. a description of classroom performance, 4. a medical examination, 5. a family history, which may include a home visit. An Intermediate Evaluation includes any combination of some, but not all, of the components of a Full Evaluation. When all components of the evaluation have been completed, the Building Chairperson schedules a Team meeting with the child's parents, Principal, teachers and specialists conducting assessments to discuss the recommendations to be incorporated into the child's Educational Plan. The Educational Plan includes a diagnosis of the child's difficulties and a prescription for remediation. Semi-Annual reports are sent to the child's parents with the regular report card by each specialist providing services. The child's total Educational Plan is reviewed at least annually to determine progress toward mastery of the specific objectives for each specialist area and to recommend modifications with continuation or termination of specialist services for the next school year. During the 1981-82 school year, 836 Annual Reviews were conducted. In compliance with Public Law 94-142, each student placed in a special program is provided with a re-evaluation at least once every 3 years.

The Building Chairperson reviews the progress reports of all students receiving special services within his/her school. If a child is not making satisfactory progress within a special program, the Building Chairperson meets with the specialist, regular staff and parents to determine whether modifications of the child's Educational Plan are indicated. Each child's Educational Plan is reviewed intensively at least annually by the Building Chairperson, specialists, regular staff and parents to review progress toward mastery of the specific objectives included and to recommend modifications/continuation/termination of specialist services for the next school year.

School Adjustment Counseling

The Adjustment Counselors provide therapy and counseling services to students and their families, consistent with the regulations of Chapter 766. In the 1981-82 school year, there were six full time adjustment counselors with Masters degrees in either social work or counseling psychology. Three counselors are Licensed Independent Clinical Social Workers.(LICSW)

The Adjustment Counselors provide crisis intervention, evaluation services, individual and group therapy with students, family therapy, parent counseling, consultation with teachers and school staff, in-service workshops for teachers, and interagency contact. During the 1981-82 school year, the adjustment counselors worked with over 300 students and their families. These services are provided during the school day, after school and on some evenings.

Adaptive Physical Education

Services:

The Adaptive Physical Education program provides small group (1 - 15) instruction for pupils with perceptual-motor coordination, fitness, weight control and severe physical handicaps. Pupils are identified through screening programs, teacher referral, parent referral and medical referral. Two full-time adaptive physical education instructors, a part-time physical therapist consultant and the regular physical education instructors on the secondary level carry out the specifics of each child's educational plan. Pupils receive their adaptive program in addition to their regular physical education program unless the degree of disability makes the regular program impossible.

The program is open to pupils K-12 but operates mainly on the elementary level with 90% of the pupils in K-6. Seriously handicapped pupils and those who fail the fitness tests are served on the secondary level. There are 265 students in this program.

The motor development program includes instruction in the areas of balance, eye-hand coordination, locomotion skills, spatial awareness and rhythm. Physical fitness training involves instruction in the areas of cardio-vascular endurance, flexibility, muscular strength and coordination. Developmental learning progressions are emphasized.

Speech - Language Therapy

Speech-Language services provide consultation, diagnostic testing, and therapy in the areas of articulation, language development, voice and fluency.

Students, from pre-school through high school are now seen by the speech-language therapists. There are now 204 students in service.

Activities include evaluation, therapy, core evaluation team conferences, parent conferences, teacher consultation, as well as the writing of diagnostic and progress reports and educational plans. Several screening programs are conducted for pre-K, K, and Grade 1.

Early Childhood

The Early Childhood Program provides diagnostic and instructional services to pupils in the 3-8 year range. The 3-6 year old school screening is carried out under the coordination of this program. A diagnostic summer program for the "at risk" pupils is provided so that appropriate support services will be planned for kindergarten or other placements in the fall. Children not in school but in need of specialized services receive a 766 evaluation and appropriate services or special placement is arranged. Pupils receive their services in a variety of settings. There are two Early Childhood classes within Andover Schools and another in North Andover which is shared with the Collaborative school systems. In addition, pupils are placed by the Early Childhood Program Head.

In service courses, consultation, and program development are provided for the kindergarten through third grade program as a special project toward early intervention, The Developmental Primary Program.

Learning Disabilities

Small group tutoring is provided for pupils in all schools whose 766 evaluation determines the need for the following services:

Specific Language Disabilities Tutoring provides instruction in reading, writing, spelling, grammar, punctuation, capitalization, comprehension and composition, with specific teaching methods and materials required for pupils with perceptual handicaps.

Specific Math Disabilities Tutoring provides a program in which each new math concept is introduced on a concrete level using manipulative objects. The student next works with the same concept on a semi-concrete level. At this level, pictures represent the objects. Finally, the student learns to answer orally or in writing, which is the symbolic or abstract level. The specific objectives of each level of this program are compatible with the objectives of the system-wide math program.

There are 3 self-contained classrooms for perceptually handicapped. Two are at the elementary level and one is at the secondary level. Pupils placed in the program have demonstrated the symptoms of severe perceptual handicaps to such a degree that all or most of the basic school subjects need to be taught by a teacher skilled in modifying the teaching approaches, methods and techniques to capitalize on each pupil's strengths and to remediate his weaknesses. Ours is a diagnostic-prescriptive approach with initial testing determining the successful level of functioning in each subject for each pupil. An educational plan is then developed that will best meet each pupil's specific learning needs.

There are now 231 students receiving specific language disabilities tutoring, 42 receiving math tutoring, and 34 students receiving most of their academic instruction in the 3 self-contained Perceptually Handicapped classes.

Substantially Separate Classes and Resource Rooms

Substantially separate classes and resource rooms provide individualized, small group (up to 12 students at a given period for SS and up to 14 in RR) instruction in the basic subjects to students (K-12) who are unable to make satisfactory progress in regular classroom settings because of social, emotional or academic problems. Generally speaking, a high degree of structure and teacher direction is employed in these classes. In addition to direct instruction in basic subjects, this program provides assisted study and supportive services for secondary pupils who need help in study skills and in organization of their assignments from the regular classes. The intent of both substantially separate classes and resource rooms is to coordinate instruction as much as possible with the regular program.

Whenever possible, regular classroom materials are employed in the resource rooms. Supplementary or alternate materials are provided for students who, because of reading or other learning difficulties, require them.

A wide variety of alternate or supplementary materials is used in addition to those used in the regular classes. Since many of the pupils in these classes learn best in a concrete, as opposed to an abstract fashion, the use of manipulative, visual aids and, at times, teacher-made materials is stressed. As in resource rooms, regular classroom materials are employed whenever possible with adaptations made in teaching style and presentation as necessary.

There are currently 211 students in service, 86 in Substantially Separate Classes and 125 are in Resource Rooms.

Home/Hospital Tutoring

The Home Tutoring Program provides services to students in grades K-12 who are out of school for medical reasons or are awaiting placement in appropriate educational programs.

Tutorial services up to 60 days are provided upon the request of the principal and doctor's report. Services in excess of 60 days require a full evaluation and educational plan.

Students receiving tutoring for medical reasons generally receive 4-5 hours per week. Any student out of school and awaiting placement receives one hour per day of tutoring unless otherwise specified in the educational plan.

Students receive service up to 60 days. Three have received service over 60 days and 22 have received service 14-60 days.

Health Services

The following services are provided by the school nurses, health aides and dental Hygienist: vision and hearing screening of all students, scoliosis screening of grades 5 through 9, early childhood and pre-kindergarten screening; physical examinations for grades K, 3, 7, 10, all new entries, 766 students and all sports participants; Mantoux (tuberculin) testing for all school personnel and volunteers; impedance screening for grades K, 1, and 2; health history, immunization records and updates on all students; health counseling for staff and students by use of film presentations and classroom visits; home visits when indicated for prolonged absences, 766 students and for effective management of health problems; First Aid and emergency treatment for all illnesses and injuries incurred during the school day; clinical dental health services to grades K through 9, instructional units on dental health grades K through 4.

ANNUAL REPORT

By

Theresa G. Murphy
Reading Department

1. CURRICULUM

Over the years the language arts curriculum has been expanded to include more emphasis on the application of skills. Writing activities have been added at all grade levels and the portion of time spent on literature has increased. This year the grade level bands were adjusted to reflect these changes in program. As a result a greater portion of students fell within the average range. The chart below shows the percentage of students reading at, above, and below grade level in June for the system.

<u>Grade</u>	<u>At Grade Level</u>	<u>Above Grade Level</u>	<u>Below Grade Level</u>
1	59%	33%	8%
2	94%	-	6%
3	33%	39%	28%
4	63%	11%	26%
5	43%	23%	34%
6	23%	43%	33%

Next year the small minority of students in grades 4 to 6 who have had difficulty achieving in the regular AIRS Comprehension program will do a streamlined version called AIRS II. They will concentrate on the basic skills at Levels VIII and IX and will use newly purchased high-interest level books for additional practice.

2. NEW MATERIALS

More than 500 literature books were purchased this year. Sets of 10 hard covered books were selected according to the grade level genres outlined in Andover's Literature program. The books were shared between two schools which kept them in constant circulation.

3. IN-SERVICE WORKSHOP

The AIRS Word Meaning revision was completed in June. Thirty-five booklets at six different levels were rewritten. Laminated worksheets were replaced with original practices, many of which contain art work. Each booklet was piloted in a classroom. The response of teachers and students was overwhelmingly positive.

4. TITLE I

The Title I program continued in Bancroft, South, West, and St. Augustine's schools. Children in kindergarten were given small group instruction in readiness skills while those in grades 1 - 5 were given small group assistance in reading. The post testing results showed an impressive 18⁺ point increase in the normal curve equivalent*, up 11 points over last year's results which were considered by an outside evaluator to be "excellent."

*The normal curve equivalent is the statistical measure recommended by Title I for evaluation purposes.

5. BASIC SKILLS

Basic Skills testing in reading, writing, and mathematics was administered again this year in grades 3, 6, and 8. The percent of failures in reading and mathematics this year was slightly below last year's figures. However, there was a dramatic decrease in the number failing the writing test. These percentages were as follows: grade 3 - .003, grade 6 - .014, grade 8 - .004. The attention given to writing at all grade levels is paying off.

6. SPEAKING AND LISTENING

This year Andover's guide for Speaking and Listening Skills, K-12 was expanded to include activities for each secondary school subject area. The program will be implemented in the fall in accordance with the state's mandate to teach and test listening skills during the 1982-83 school year.

7. AIRS PROJECT

AIRS, our locally developed language arts program, is currently being used by 105 adopters in 20 states. Recent adoptions include a wide range of schools from city types such as Woburn, MA to wealthy private schools such as Greenwich (CT) Country Day School. Under Gary Chadwell's direction the Project has flourished. The following is an excerpt from a letter of support sent to Washington from the reading director of the Norwood School, an exclusive private school in Bethesda, Maryland.

Excerpt:

"Norwood is a small private elementary school which takes pride in its excellent program in the basic skills and arts. Like many small schools, however, we found that our reading curriculum did not provide a cohesive, sequential continuum of the necessary skills. After careful evaluation of many reading programs, a decision was made to adopt the Andover Individualized Reading System (AIRS) last year for grades one through three.

As one would expect at the start of any new venture, there were those who were skeptical of the decision. Now that the first year is behind us, however, even those skeptics are pleased with AIRS and what it has given to our school. Not only has the reading program taken on new life, but we have seen growth in all related language skills -- spelling, handwriting, and the mechanics and structure of composition. It should also be noted that we have begun to see the self-directed and purposeful independence fostered in the AIRS program carrying over into all areas in our curriculum. So enthusiastic are our teachers and students that a decision has been made to carry AIRS into the intermediate grades of the school as well."

8. TEST SCORES

Due to budget restraints only students in grades 3, 6, and 8 were tested this year in reading and mathematics. The results at these levels were comparable to those of other years. The mean percentiles for each grade level were 95 or 95+ in comprehension, vocabulary, mathematics computation, and mathematics concepts except for grade 6 vocabulary which was at the 93rd percentile.

ANNUAL REPORT

By

Rita B. Petrella
Science

The science program in Andover has a well-defined scope and sequence, and is designed to develop upper-level thinking processes and the skills and attitudes of science in our students.* Andover's science program also seeks to assure the scientific literacy of our students. Our objective is to educate students so that they can understand the phenomena of the world around them and have a basic understanding of the world of technology in which they will live, whatever their future vocation. To achieve these goals, the science department continually reexamines both how and what we teach our students. Our "how" methods need to incorporate rapid advances in understanding how children learn, and the "what" must be adjusted to include new fundamental concepts and the explosion of scientific knowledge which continues to expand.

The SCIIS (Science Curriculum Improvement Study) elementary program offers a balance of life science, earth science, and physical science at each grade level and makes heavy use of a variety of scientific materials for teacher demonstrations and student experimentation. The science curriculum for the traditional program centers around the new Merrill, Accent on Science, series along with the Cambridge work-a-text books at some levels. Scientific materials are used to supplement the textbooks and this combination is designed to lead students to some of the upper-level thought processes.

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* MAJOR PROCESSES, SKILLS, AND ATTITUDES OF SCIENCE

- | | |
|-------------------------------|--------------------------------------|
| I. Basic Processes of Science | III. Functional Processes of Science |
| A. Observing systematically | A. Formulating hypothesis |
| B. Classifying | B. Defining operationally |
| C. Inferring | C. Designing experiments |
| D. Predicting | D. Conducting experiments |
| II. Basic Skills of Science | IV. Basic Attitudes of Science |
| A. Measuring | A. Curiosity |
| B. Estimating | B. Persistence |
| C. Analyzing | C. Inventiveness |
| D. Communicating | D. Critical thinking |

The junior high school program builds on learning that has occurred in the elementary grades, joins to this foundation, and expands students' understanding as they study Earth Science in the seventh grade, Physical Science in the eighth grade, and either an Introduction to Chemistry/Biology or BSCS (Biological Science Curriculum Study) Biology or Environmental Studies* in the ninth grade. Recent research has provided much information on the learning patterns and characteristics of junior high school students and this is an area which will be focused on in the next few years. It is our intention to insure that the science program is appropriate for our students in both the areas of subject matter being taught and methods of teaching.

Having acquired a good foundation and some specialized knowledge of science in grades kindergarten through nine, students at the high school are offered a core curriculum of Biology, Chemistry, and Physics at three academic levels and may also choose from an elective program including Marine Sciences, Anatomy and Physiology and Advanced Biology.

The science program is characterized by students who are actively involved in learning through the use of investigations, experiments, and demonstrations. Although teacher directed, the program at all grade levels is student centered. The program provides students with an opportunity to integrate their learning to new situations or problems. Students investigate in the classroom, in the outdoor school environment, and in field work associated with courses such as Marine Science, Earth Science, and Environmental Studies. The secondary schools offer laboratory facilities so that students can learn directly from experiences with materials and living organisms.

The recent vote which requires the cost of the building program to be financed from the school operating budget will have a serious impact on money available for the science program.

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* East Junior High pilot program, interdisciplinary science and social studies.

The budget for science supplies and materials for 1982-83 is approximately fifty-five (55) percent of previous funding levels. It is hoped that local businesses and institutions will consider donating equipment such as oscilloscopes, power supplies, and microscopes to assist us in maintaining a quality hands-on program.

Supervision and coordination of the science program is now the responsibility of the program advisor for science, working cooperatively with principals and assistant principals, and assisted by head teachers at the secondary schools. This will provide consistency in the evaluation of secondary science teachers and better coordination between the two junior high schools and the four elementary schools. Formal coordination benefits will also be reflected in a uniform inventory system for the secondary schools, greater articulation among levels, relocation of overstock or dormant materials, and a program of preventive maintenance.

Summary

The science program combines two unique characteristics: It is well defined and systematic in its organization and students are active learners at all levels. Students are able to handle, interact and learn directly from experiences with materials and living organisms, while working in an atmosphere which is conducive to functioning cooperatively and developing upper-level thinking and problem solving abilities. Donations from local businesses and institutions are sought to alleviate the effects of a forty-five (45) percent cut in funding for science supplies and materials in the 1982-83 budget.

The interest and enthusiasm that elementary school students have for science activities, the large enrollment in the secondary elective science program, and the large number of students who pursue science-related careers are indications of the success of Andover's science program. It is a goal of the science department to develop lifelong scientific literacy among all our

students, whatever their future vocation, so that they will understand the phenomena of the world around them, and be able to function productively in a society influenced by science and technology. The basic attitudes of science: Curiosity, persistence, inventiveness, and critical thinking are valuable to every citizen and to society.

ANNUAL REPORT

By

Daniel C. Leclerc
Social Studies

This year in social studies could be characterized as the beginning of a period of curriculum evaluation and revision. In both the elementary and secondary programs the social studies curriculum council has been working towards the development of a more streamlined K-12 scope and sequence.

On the elementary level a select group of teachers will be piloting materials selected from three major publishers for a K-6 program to replace the out of print Holt Data Bank. In addition, the elementary committee, in cooperation with the Andover Historical Society, will be developing a comprehensive K-12 local history program which will be integrated into the social studies scope and sequence.

At the secondary level two eight grade teachers will be piloting an Introduction to the Social Sciences Program as part of a general effort to streamline the 7-12 program. The American Studies program at the high school will expand to two sections. This is part of a general effort to expand interdisciplinary opportunities for students. Several school wide grade level interdisciplinary units were successfully piloted this year at both junior high schools on such topics as Puritan America, Immigration and the Frontier Experience. These efforts will be expanded in the coming year to include more grade levels and more disciplines. Thus far these efforts have basically involved the social studies, the english and the fine arts departments.

This year a systemwide effort was made to participate in United Nations Week. A wide variety of in-class activities were provided and special assemblies were held in all of the buildings. In addition, twenty-five select Andover High School students participated in the Harvard Model United Nations Program. The great success of this program has stimulated an expanded enrollment in the United Nations and International Economics program. Several teachers, on a very limited basis have integrated computer simulations with the use of an Apple II Microcomputer into the World Civilization program. With the anticipated increase in computer accessibility, this effort will expand as more sophisticated software is developed and identified.

The social studies department has succeeded in securing a \$3000 Title 4-3 grant in Teaching and Learning about Aging. The funds will be used primarily to conduct a twelve day curriculum development workshop during which time comprehensive curriculum materials will be developed and will be integrated throughout the K-12 continuum. Two secondary and two elementary teachers will be involved in this program.

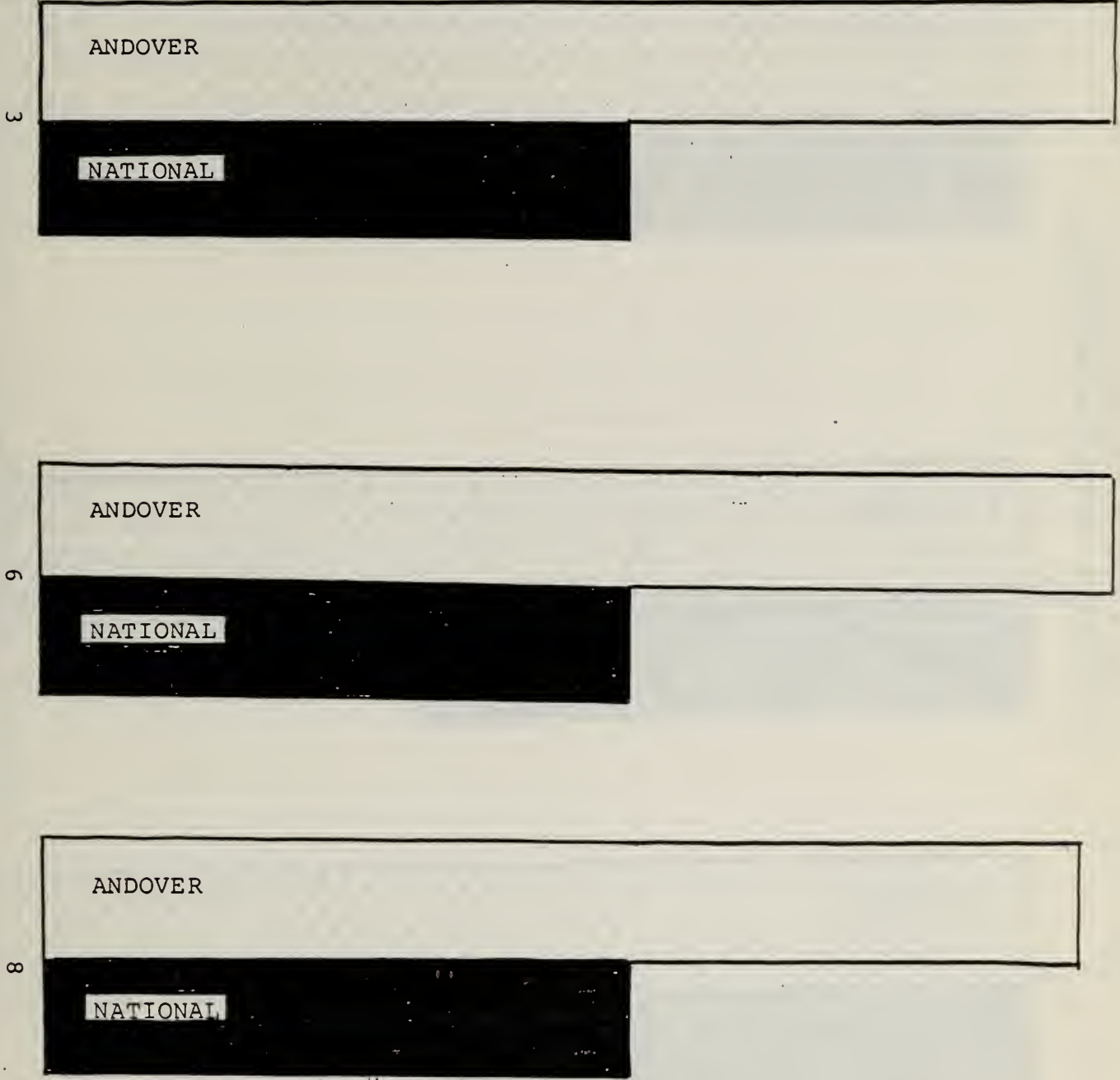
In summary this has been a year of assessment during which time a number of curriculum development initiatives have occurred and has been marked by a general expansion of activity in global education and interdisciplinary learning programs.

ANDOVER STUDENT PERFORMANCE
on
STANDARDIZED ACHIEVEMENT TESTS

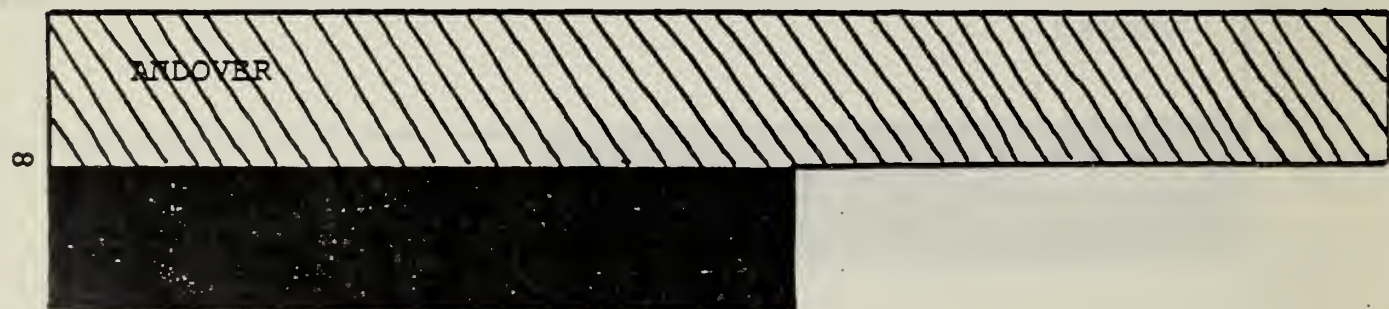
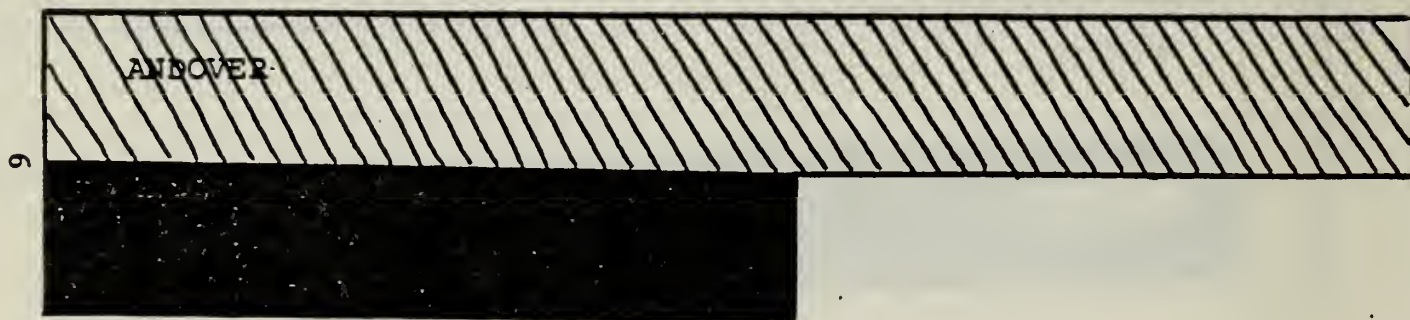
In April 1982 standardized achievement tests were administered to Andover students in grades 3, 6, and 8. The following tables compare student performance in basic skills with the national norms for each test.

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COMPARISON OF READING ACHIEVEMENT
WITH NATIONAL NORMS

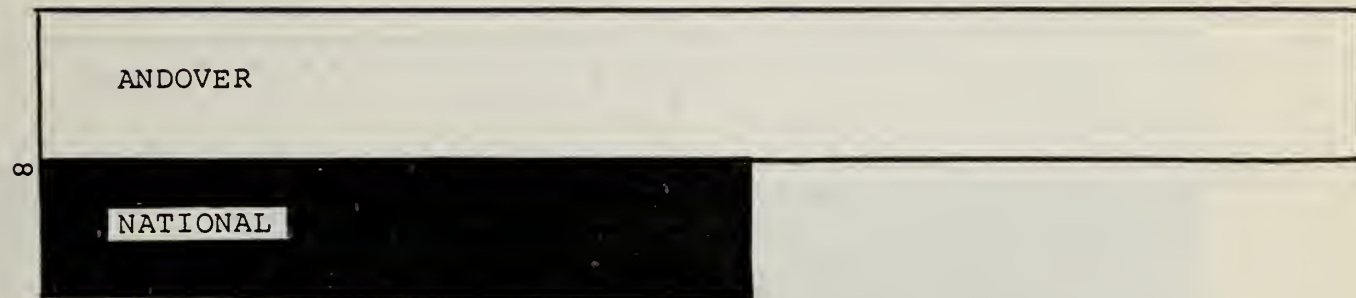
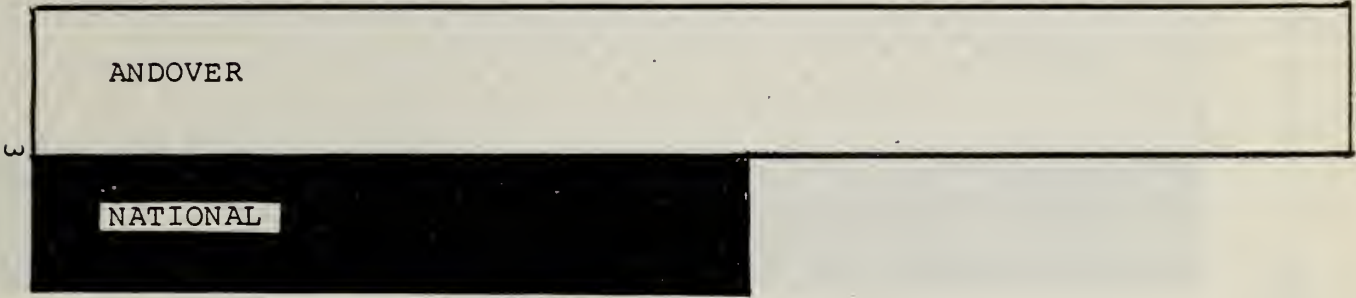


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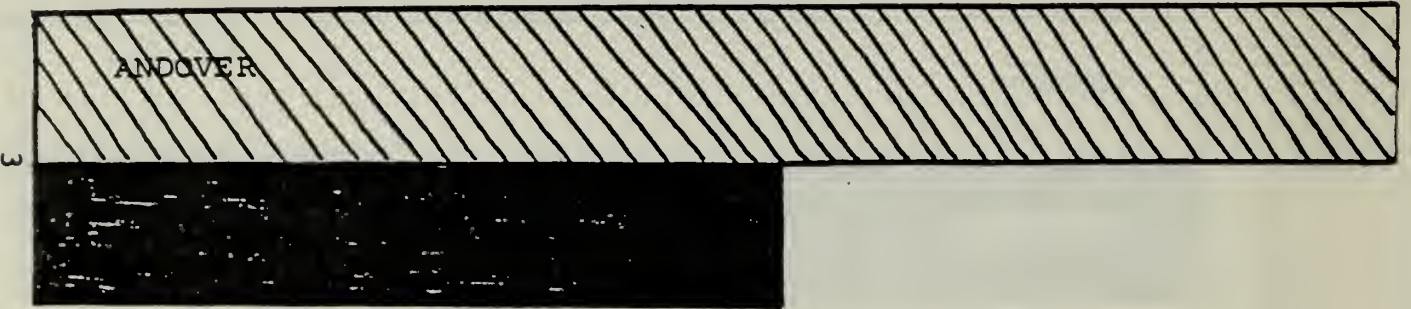
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COMPARISON OF MATH BASIC CONCEPTS ACHIEVEMENT
WITH NATIONAL NORMS

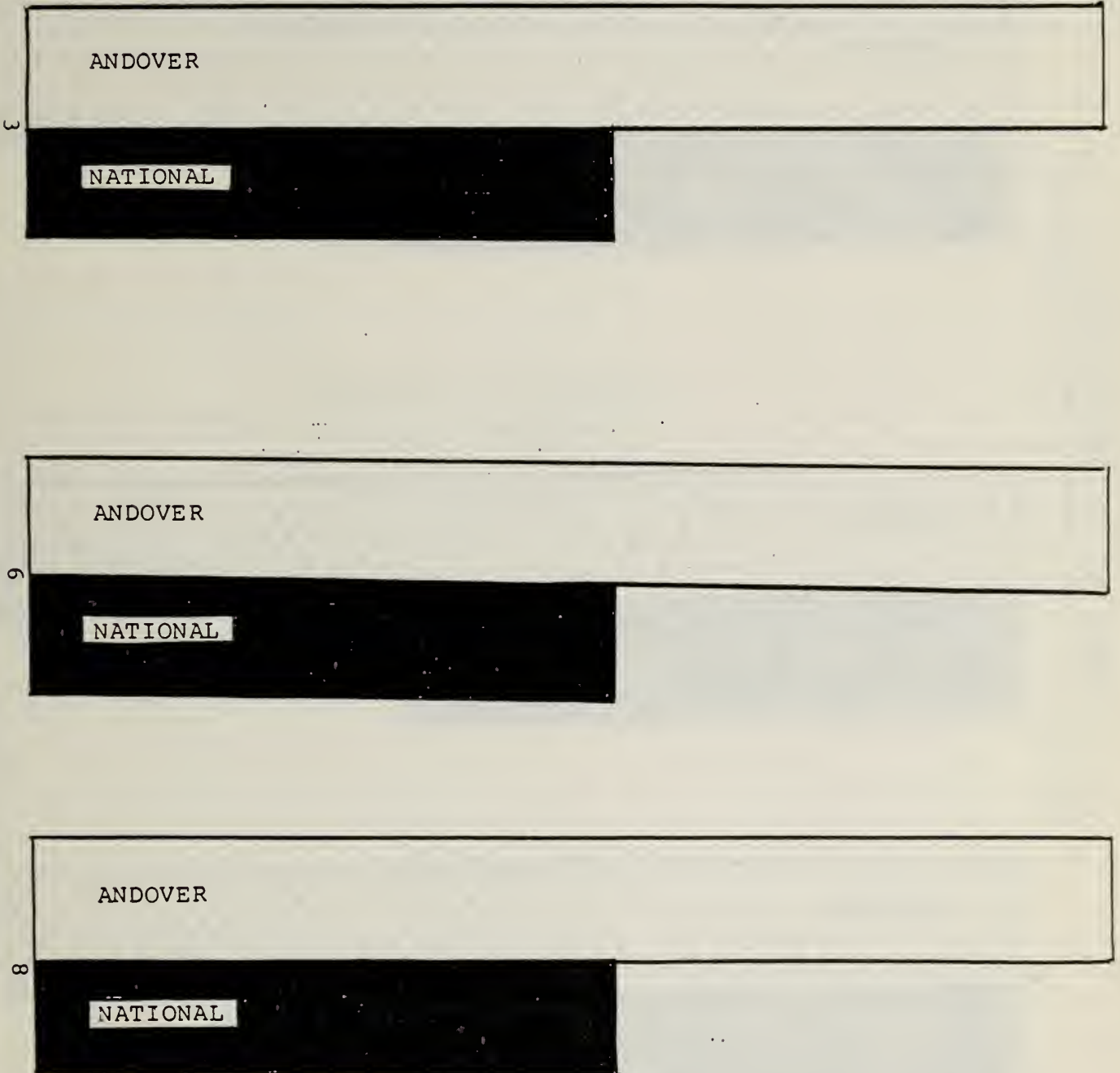
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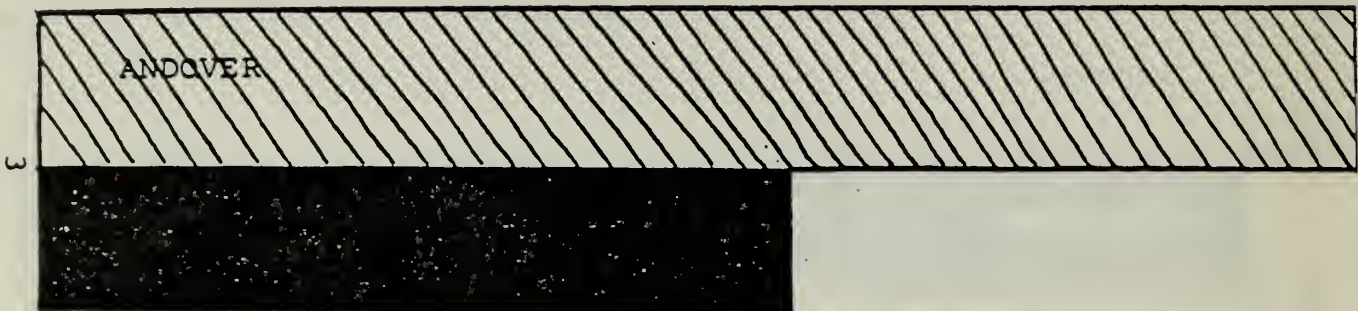
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COMPARISON OF MATHEMATICS COMPUTATION ACHIEVEMENT
WITH NATIONAL NORMS



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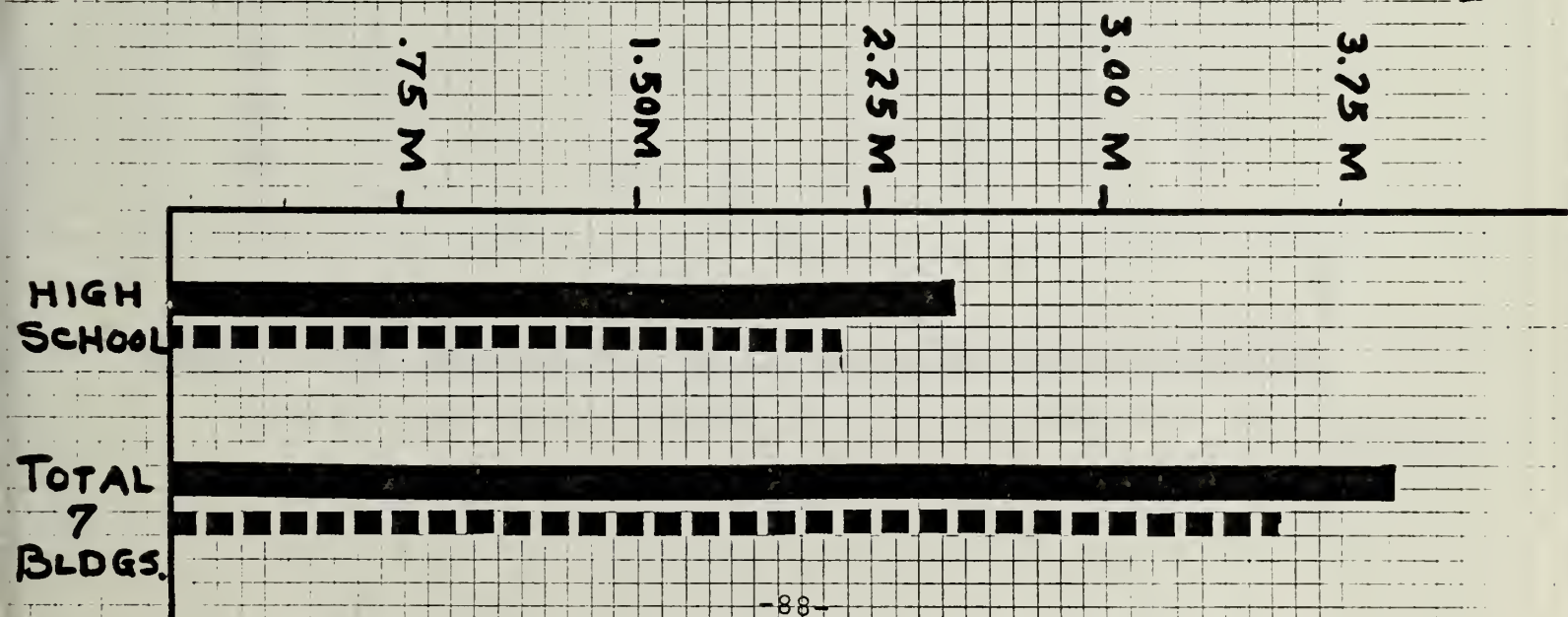
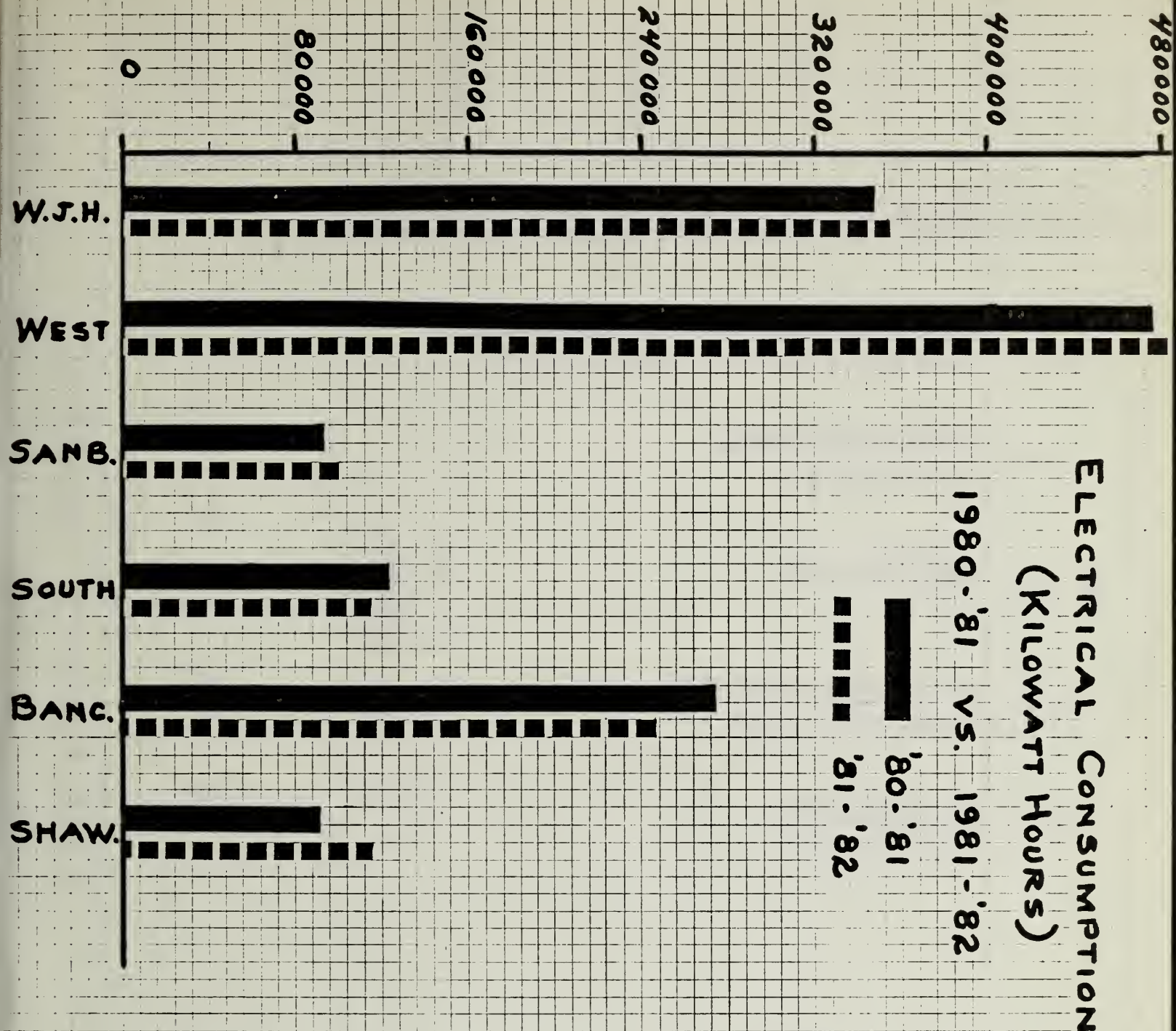


COMPARISON OF MATH COMPUTATION ACHIEVEMENT
WITH NATIONAL III SES NORMS

ENERGY CONSERVATION REPORTS

Electrical Consumption

Fuel Oil Consumption



FUEL OIL CONSUMPTION (GALS.)

1980-'81 vs. 1981-'82

80-'81
81-'82

